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ABSTRACT

Syllabi from graduate courses in the field of higher education are presented. The collection was assembled in conjunction with a survey of the membership of the Association for the Study of Higher Education (ASHE) about important books for students and scholars in the field of higher education. From the 25 syllabi received, 11 were chosen that covered the range of courses. The collection includes syllabi from courses in several of the most commonly found specializations in graduate higher education programs. The syllabi include a description of the course, course requirements, course objectives, student evaluation codes, readings for the course, additional references, a course outline, and a course schedule. Contents (syllabi and professors) include the following: administration of higher education, George Ecker; college and university teaching, Al Smith; community colleges, Darrel Clowes; comparative higher education, Philip G. Altbach; curriculum in higher education, Al Smith; economics of higher education, Howard B. Bowen; educational administration (doctoral core), George Ecker; higher education law, John Andes; historical and philosophical foundations of American higher education, Jack Schuster and John B. Thelin; the professoriate, John C. Weidman; and student socialization, John C. Weidman. (55)

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GRADUATE COURSES IN THE
FIELD OF HIGHER EDUCATION:
SELECTED SYLLABI

edited by

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June 30, 1981

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INTRODUCTION

This collection of syllabi was assembled in conjunction with a survey of the membership of the American Association for Higher Education (AAHE) about important books for students and scholars in the field of higher education. Respondents to this survey conducted by the AAHE Committee on Curriculum, Instruction and Teaching, with the assistance of the University of Pittsburgh Institute for Higher Education, were asked to send for possible inclusion camera-ready copies of syllabi from courses that they taught in their primary areas of higher education specialization. From the twenty-five syllabi received, we selected eleven that covered the range of courses represented among the syllabi. For those instances in which more than one syllabus was received for a particular type of course, we selected the one that included the most current and comprehensive list of reference materials. Since we did limit our consideration to syllabi submitted in conjunction with the survey, this is by no means an exhaustive set of syllabi for graduate courses in the field of higher education. The collection does include, however, syllabi from courses in several of the most commonly found specializations in graduate higher education programs.

Educational Administration 800 (call #9363-5)
Autumn Quarter 1980

Tuesdays, 4-6:30 p.m.
387 Arps Hall
1945 N. High Street

Administration of Higher Education
George Ecker, Associate Professor
301 Ramseyer Hall, 29 W. Woodruff Avenue
Office Hours by Appointment
422-7700

The purpose of Educational Administration 800 is to provide a context for understanding administration in American colleges and universities. It introduces those students possibly interested in careers in administration in higher education, as well as those students who wish to increase their general understanding of higher education, to the diversity of American colleges and universities, and to a sampling of various aspects of administration within these institutions. Thus the course is intended for both majors and non-majors in higher educational administration. For many it will be the only course taken in this area. For others, the course is prerequisite to the other, more advanced courses in higher educational administration, for which it serves as an introduction.

The requirements for completion of the course are as follows:

1. Reading the assignments.
2. Regular attendance and participation in class. The instructional format to be followed is discussion/lecture, as opposed to straight "lecture." Therefore, it is imperative that students be regular in their attendance and in their preparation for discussion of assigned reading material. There are only (9) class sessions. A student who for any reason fails to attend at least seven (7) of these classes is advised to drop the course. Twenty (20) percent of a student's grade is based on attendance and active class participation. Students who must miss class should, in so far as possible, clear these absences with the instructor in advance. Assignments are given out at least two weeks in advance. When a class is cancelled or a student misses class he or she is responsible for the next class assignment.
3. Submission of personal data record.
4. Preparation and presentation of a term paper on a topic related to administration in higher education. The final grade on this paper counts forty percent (40%) of the student's grade. The paper (10-20 pages, typed, double-spaced) is due at classtime Tuesday, December 2, 1980).

4

The following procedure is recommended (but not required) to maximize on the learning experience involved in the term paper: 1) a paper proposal, 1-2 pages with topic, suggested organization and bibliography should be submitted to the instructor. A detailed outline of the paper should be submitted to the instructor. The instructor will review these proposals and outlines, and return them within a week of their submission. Students are encouraged to take advantage of the opportunity to meet with the instructor and discuss their papers with him in all stages of preparation.

5. There will be a final examination given during the regularly scheduled exam period Thursday, December 11, from 5 to 6:48 P.M. The grade on this examination counts forty percent (40%) of the final grade.

Students are not penalized for late work, nor should they expect to receive their grades on time if their work is late. Students receive the grade of Incomplete for the course if any part of the term's work is received late, or if they do not take the final on time without making advance arrangements with the instructor. All incomplete work must be completed by 5:00 P.M. Friday, February 6, 1981 and in the instructor's mailbox in 301 Ramseyer Hall or the Incomplete grade defaults to an E. Grades cannot be assigned on the basis of partial fulfillment of the course requirements. The instructor will not help and/or advise with term papers after December 5, 1980.

Students are strongly encouraged to take advantage of the opportunity to meet privately with the instructor to discuss assignments well before they are due.

6. Determination of Final Grade Summary

Attendance	10%
Participation	10%
Term Paper	40%
Final Examination	40%
TOTAL	100%

The Field of higher education changes rapidly. Certain periodicals keep abreast of some current events and issues of importance. I note four here -- among many others -- that are of general interest and can help keep one "up" on the latest issues and events in the field. All are available in Arps Library.

Change (monthly)

The Chronical of Higher Education (weekly) - good journalism on higher education.

The Journal of Higher Education (quarterly) - probably the most "scholarly" of the periodicals in the field.

Junior College Journal

Books recommended for purchase:

Fredrick Rudolph, The American College and University. New York: Vintage Books, 1962.

Charles Monroe, Profile of the Community College. Jossey-Bass, 1972.

J. V. Baldrige, D. V. Curtis, G. Ecker, and G. L. Riley. Policy Making and Effective Leadership. San Francisco: Jossey-Bass, 1978.

COURSE OUTLINE

The assignments listed are tentative. In many cases where a work is listed, specific page assignments within that work will be assigned at a later date.

- I. Introduction
Discussion of aims and expectations for the class.
- II. Historical Context

Present day administration in higher education is shaped in part by what has gone before. The first major section of the course briefly introduces the student to the history of administration in American higher education, stressing its development in relation to the development of American colleges and universities, and American Society.

Frederick Rudolph. The American College and University. New York: Vintage Books (Random House), 1962, pp. 1-496.

Oscar Handlin and Mary Handlin. The American College and American Culture. New York: McGraw-Hill, 1970 - entire book.

Baldrige, et.al. Policy Making and Effective Leadership. Special Study Historical Developments. San Francisco: Jossey-Bass, 1978, pp. 234-275.

Clark Kerr. The Uses of the University. Cambridge, Massachusetts: Harvard University Press, 1963 - entire book.

or

James A. Perkins. The University in Transition. Princeton, New Jersey: Princeton University Press, 1966 - entire book.

St. Clair Drake. "The Black University in the American Social Order," Daedalus (Vol. 100 #3), Summer 1971, pp. 833-852, 878-897.

Charles Monroe. Profile of the Community College. Jossey-Bass, 1972, Ch. 1. pp. 1-20.

III. The "System" of American Higher Education

This section constitutes the fat belly of the course. It examines the diversity of American colleges and universities, and samples the ways administrative functions within vary. This section stresses diversity in (a) types of students, (b) institutional goals, (c) faculty, and (d) control and funding.

A. Introduction: Diversity in the System

J. V. Baldrige, D. V. Curtis, G. Ecker, and G. L. Riley. Policy Making and Effective Leadership. San Francisco: Jossey-Bass, 1978, Ch. 3 "Diversity in the Academic Systems," pp. 48-68.

Burton R. Clark. "The Benefits of Disorder," Change, October 1976, pp. 31-38.

Van Alstaine, Carol, et. al. 1975-76 Administration Compensation Survey: Women and Minorities in Administration of Higher Education. Institutions College and University Personnel Association. Washington, DC, 1976.

Directory of the American Association of Junior Colleges (AAJC) (On reference in the Main Library)

College Blue Book (On reference in Main Library)

B. Diversity in Types of Students

K. Patricia Cross. Beyond the Open Door. San Francisco: Jossey-Bass, 1971, pp. 1-18, 155-182.

Dorothy M. Knoell. People Who Need College: A Report on Students We Have Yet to Serve. AAJC, 1970, pp. 4-5, 24-28, 54-55, 72-74, 86-87, 167-182.

C. H. Shulman. Private Colleges: Present Condition and Future Prospects. ERIC Higher Education Research Report #9, 1974, pp. 15-36.

D. A. Trivett. Proprietary Schools and Post-secondary Education. ERIC Higher Education Research Report #2, 1974, pp. 26-31.

Monroe. Ch. 8, pp. 128-143, Ch. 9, pp. 144-180.

C. Diversity in Institutional Goals

Michael D. Cohen, James G. March, and Johan P. Olsen. "A Garbage Can Model of Organizational Choice." Administrative Science Quarterly, 17 #1, March 1972, pp. 1-25.

Review of either Kerr or Perkins from section on History above.

E. Gross. "Universities as Organizations: A Research Approach," American Sociological Review (ASR) August 1968, pp. 518, 523-526, 529-542.

Charles Monroe. Profile of the Community College, Ch. 2, pp. 21-45.

Review St. C. Drake, pp. 878-897.

M. W. Gillo, M. Landerholm, and D. N. Goldsmith. "Goals and Educational Trends in Community Colleges." Journal of Higher Education. XLV #7, October 1974, pp. 491-503.

D. Diversity in Faculty

Baldrige, et.al. Policy Making and Effective Leadership. Chs. 4 and 5, pp. 69-130, ch. 8, pp. 175-203.

A. M. Cohen and F. B. Brawer. Confronting Identity: The Community College Instructor. Englewood Cliffs, New Jersey: Prentice Hall, 1972, pp. 12-16, 40-51.

Theodore Caplow and Reece McGee. The Academic Marketplace. New York: Doubleday, 1958, pp. 40-93, 109-209.

Pierre van der Berghe. Academic Gamesmanship. (Skim.)

W. Moore, Jr. and L. H. Wagstaff. Black Educators in White Colleges. San Francisco: Jossey-Bass, 1974, Ch. 1, pp. 1-40.

Roger H. Garrison. Teaching in a Junior College. AAJC, 1968.

W. R. Scott. "Professionals in Bureaucracies - Areas of Conflict." in Vollmer and Mills, Professionalization. Englewood Cliffs, New Jersey: Prentice Hall, 1966, pp. 264-274.

M. R. Winston. "Through the Back Door: Academic Racism and the Negro Scholar - An Historical Perspective." Daedalus (Vol. 100 #3), Summer 1971, pp. 678-719.

Monroe. Ch. 13, pp. 245-271.

E. Diversity in Control and Funding

Review Baldrige, Curtis, Ecker, Riley. Policy Making and Effective Leadership. San Francisco: Jossey-Bass, 1978, pp. 48-59.

James A. Perkins. Higher Education from Autonomy to Systems. New York: International Council for Educational Development, 1972, pp. 1-66.

Lyman A. Glenny, et.al. Coordinating Higher Education for the 70's. Berkeley: Center for Research and Development in Higher Education, 1971 - entire document.

J. P. Millett. Politics and Higher Education. University of Alabama Press, 1974. (Skim)

Design for Excellence. Vols. I, II, III. Washington State Community College System Master Plan.

Monroe. Ch. 15-17, pp. 302-379.

R. J. Harnett. "Trustees: Backgrounds, Roles and Educational Attitudes" in J. V. Baldrige, Academic Governance. Berkeley: McCutchan, 1971, pp. 124-149.

W. J. Trent, Jr. "The future Role of the Negro College and Its Financing," Daedalus (Vol. 100 #3) Summer, 1971, pp. 647-659.

J. L. Zwingle and W. V. Mayville. College Trustees: A Question of Legitimacy. ERIC Higher Education Research Report #10, 1974.

C. H. Shulman. Private Colleges: Present Conditions and Future Prospects. ERIC Higher Education Research Report #9, pp. 15-54.

Rosabeth M. Kanter. Men and Women of the Corporation. New York: Basic Books 1977, Ch. 6, 7, 8.

IV. Colleges and Universities as Organizations: Models as Tools for Understanding

The nature of administration in colleges and universities is examined by the use of alternative models, or paradigms of organization and governance. By way of summary, the course examines colleges and universities in light of the different emphases of different points of view.

A. "Bureaucratic" -- Herbert Stroup. Bureaucracy in Higher Education. New York: Free Press, 1966, pp. 1-55.

B. "Collegial" -- Burton Clark, "Faculty Organization and Authority" in Baldrige, Academic Governance, pp. 236-250.

- also in -

Hugh Hawkins, ed. The Emerging University and Industrial America. Lexington, Massachusetts: D. C. Heath, 1970. pp. 88-97.

C. "Political" -- Baldrige, et.al. Policy Making and Effective Leadership. Ch. 2, pp. 19-47.

D. "Complex Organizations" -- Ronald G. Corwin. Education in Crisis. New York: Wiley, 1974, Ch. 2, "Role Conflict in the University," pp. 57-110.

Additional Readings for Educational Administration 800

Women in Higher Education

Newcomer, Mabel. A Century of Higher Education for Women. New York: Harper and Row Publishing, 1959.

Acker, Joan. "Women and Social Stratification," American Journal of Sociology, Vol. 78, No. 4 (January 1973) pp. 936-945.

Epstein, Cynthia. "Encountering the Male Establishment," American Journal of Sociology, 6/75, (1970) pp. 965-982.

Kilsom, Marim. "The Status of Women in Higher Education," Signs: A Journal of Women in Culture and Society, Vol. 1, No. 4 (1976) pp. 935-942.

Kanter, Rosabeth Moss. Women and Organizations. Englewood Cliffs, New Jersey: Prentice Hall, 1976.

University of Florida
College of Education
Department of Instructional Leadership and Support
Postsecondary Education Program Area

EDM 7937 (ED743)

Seminar: Curriculum in Higher Education

Credit: 4 quarter hours

Instructor: Dr. Al Smith
Office: 2416 Norman Hall
Telephone: 392-2391/2

I. Purpose:

This course is designed for college and university faculty involved in curricular planning and change, and for administrators responsible for problems of curriculum evaluation, staffing and instruction. While curriculum is defined so as to include all factors which affect student growth and development, the course concentrates on the more formal dimensions of a curriculum, the experiences planned by the college (courses, degree programs, work study plans, interdisciplinary programs, concerts, faculty development, teaching, etc.)

Rhetorical literature greatly overhadows empirical knowledge regarding curricular issues. Proponents of what should be outnumber studies which provide evidence on whether alternative approaches have differing consequences. One aim of the course is to change this balance. The problem of evaluating programs receives special emphasis.

II. Objectives

The objectives of the course are:

- A. To acquire knowledge of the organization and administration of curricula, to know the evolution of curricula, to describe specific curricular programs as examples of underlying philosophies of education, to show a comprehensive grasp of current developments in college and university curricula.
- B. To acquire analytical skills for viewing the structure of curricula, to identify the significant elements in the curriculum of a given college and department, to determine the relationships between these elements, and to recognize the principles assumed in a particular curricular organization.

- C. To possess skills in planning, implementing and evaluating a curriculum, with special emphasis on evaluation skills, i.e. the ability to formulate criteria of effectiveness, and to apply these criteria.
- D. To understand the relationship between various educational outcomes, i.e. course and non-course, teaching, grading, learning, cognitive and effective outcomes, etc.
- E. To acquire knowledge of the latest developments in instructional evaluation and the implications of staff evaluation and development programs for the improvement of college curricula and student learning.
- F. To know the problems of, and some strategies for, producing curricular change.
- G. To acquire a broad overview of the literature of higher education curriculum.
- H. To study and evaluate a specific curriculum problem in American Higher Education.

III. Major Course Activities

- A. Readings and discussions on topics fundamental to the course objectives.
- B. Guest speakers, field trips on topics related to the course objectives.
- C. Conducting a pilot evaluation study of a departmental or college/university curriculum or research on a curriculum problem.

IV. Materials and Activities

A. Required Texts:

Carnegie Foundation for the Advancement of Teaching, Missions of the College Curriculum. San Francisco: Jossey-Bass, 1977.

Chickering, Arthur W., Halliburton, David, Bergquist, William H., and Lindquist, Jack. Developing The College Curriculum: A Handbook for Faculty and Administrators. Washington, D. C.: Council for the Advancement of Small Colleges, 1977

V. Evaluation

Evaluation will be based on a term paper (75%) class participation (15%), and reading critiques (10%).

The subject matter and issues in this course lend themselves effectively to class discussion. It is the intention of the instructor to conduct the class in a manner so that each student will contribute to the subject

matter or issue at hand. Students are expected to read extensively and to be able to make class contributions based not only on their own judgment and experience, but also on the basis of their reading. Each student will be assigned to lead part of a class discussion during the quarter.

There is no simple text for the course. Each student is expected, however, to read broadly in the field - books, periodicals, government publications, and journals - and to turn in on 5" x 7" cards, a minimum of 12 reading critiques for the quarter. Use just one card per reading, and respond to the author's main thesis - there's no need to restate the content of the material.

Each student is also expected to complete an individual project for the course, on a significant topic of concern in American Higher Education Curricula. The usual form will be a type written paper (minimum of 15 pages, double space), but other approaches can also be acceptable. This project must give evidence of careful reading, research and thought, and should reflect serious analysis on your part, in addition to the presentation of information.

Both the term paper and reading critiques are due by 9 AM on the Monday of examination week. An outline of your paper is due at our fifth class meeting. (see Term Paper Guidelines at the end of this syllabus for more information on this outline and other aspects of the term paper.)

Course Schedule

First Session - Introduction to the Course and Modern Philosophies of Higher Education (Curriculum Rationales)

Readings:

On Reserve:

- * 1. Carnegie Foundation Missions of the College Curriculum (1977)
Chs. 1-2, 29 pp.
2. Levine Handbook on Undergraduate Curriculum. San Francisco: Jossey-Bass Publishers, 1978. Foreword, Preface, Introduction and Ch. 10, 16, 67 pp.
3. Chickering and Others. Developing the College Curriculum: A Handbook for Faculty and Administrators (1977). Chs. 1-2, 35 pp.

Others

1. Barzun, J. The American University. New York: Harper & Row, 1968.
2. Brubacher, John S. On the Philosophy of Higher Education. Jossey-Bass Inc., 1978. 143 pp.

4. Gross, E. & Gambsch, P. Changes in University Organization, 1964-1971. N. y.: McGraw Hill, 1974.
5. Hook, S. Education For Modern Man. New York: Dial Press, 1963.
6. Hutchins, R. M. The Higher Learning in America. New Haven: Yale University Press, 1936a.
7. Jaspers, K. The Idea of a University. Chicago: University of Chicago Press, 1952.
8. Kerr, C. The Uses of the University. Cambridge: Harvard University Press, 1963.
9. Newman, J. The Idea of a University. Garden City, N.Y.: Doubleday, 1959 (Originally published 1852).
10. Ortega & Gasset, J. Mission of the University. London: Routledge and Kegan Paul, 1946.
11. Veblen, T. The Higher Learning in America. St. Louis, Hubsch, 1918.
12. Whitehead, A. N. The Aims of Education and Other Essays. New York:

Second Session - History of the American Undergraduate Course of Study

Readings:

On Reserve:

- * 1. Levine, Chs. 12-13, Appendix A, 180 pp.
- * 2. Rudolph, Frederick Curriculum: A History of the American Undergraduate Course of Study Since 1936. San Francisco: Jossey-Bass Publishers, 1977, Forward, Preface, Ch. 1, 29 pp.

Others:

1. Brubacher, John S. and Rudy, Willis. Higher Education in Transition: A History of American Colleges and Universities, 1936-1976. New York: Harper and Row, Publishers, 1976. 416 pp.
2. Grant, Gerald and Reisman, David. The Perpetual Dream. Chicago: University of Chicago Press, 1976. 474 pp. Chapters of Interest
3. Jencks, Christopher and Reisman, David. The Academic Revolution. New York: Doubleday and Company, Inc., 1968. 580 pp. Chapters of Interest.
4. Rudolph, Frederick. The American College and University: A History. New York: Knopf, 1962.

Third Session - Curriculum Design

Readings:

On Reserve:

- * 1. Carnegie Foundation. Missions of the College Curriculum. Chs. 3-7, 135 pp.
- 2. Chickering and Others Developing the College Curriculum. Chs. 3-4, 8, 54 pp.

Others:

- 1. Boyer, Ernest L. and Kaplan, Martin. Educating For Survival. New York: Change Magazine Press, 1977.
- 2. Dressel, Paul. College and University Curriculum. Beverley, Calif.: McCutchan Publishing Corporation, 1971. Chapters 2 and 3.
- 3. Phenix, Philip H. Realms of Meaning. New York: McGraw-Hill Book Co., 1964. Chapters 1-4, 21-28.

Fourth Session: Curriculum Components

Readings:

On Reserve:

- * 1. Carnegie Foundation Missions. Chs. 8-13, Appendix B, 93 pp.
- 2. Levine. Handbook Chs. 1-3, 5, 7, 114 pp.
- 3. Harvards Core Curriculum EDH 7937 (See reserve folder in library for articles on general education core curr. at Harvard and Miami Dade)

Others:

- 1. Bell, D. The Reforming of General Education. New York: Columbia University Press, 1966.
- 2. Blackburn, Robert and Others. Changing Practices in Undergraduate Education. A Report for the Carnegie Council on Policy Studies in Higher Education, Berkeley, California, 1976. 56 pp.
- 3. Hall, G. E. and Jones, H. L. Competency-Based Education: A Process for the Improvement of Education. Englewood Cliffs, N.J.: Prentice-Hall, 1976.
- 4. Harris, Norman C. and Grede, John. Career Education in Colleges. San Francisco: Jossey-Bass, Inc., 1977.

5. Heiss, A. M. An Inventory of Academic Innovation and Reform. New York: McGraw-Hill, 1973.
6. O'Connell, William R. and Moomaw, W. Edmund. A CBC Primer. Atlanta: Southern Regional Education Board, 1975. 71 pp. ED 104-297.
7. Rousche, John E. and Snow, Jerry J. Overcoming Learning Problems. San Francisco: Jossey-Bass, Inc., 1977.
8. Trivett, David A. Competency Programs in Higher Education. ERIC/Higher Education Research Report No. 7, 1975.
9. Trivett, David A. Graduate Education in the 1970s. ERIC/Higher Education Research Report No. 7, 1977. Washington, D. C.: American Association for Higher Education, 1977.

Fifth Session - Curriculum Practice

Readings

On Reserve:

- * 1. Chickering and Others Developing the College Curriculum, Chapters 5-6, Appendix A & B, 140 pp.
- 2. Levine Handbook Chs. 11, 44 pp.

Sixth Session - Curriculum Implementation

Readings:

On Reserve:

- * 1. Chickering and Others Developing the College Curriculum. Chs. 7 & 9, Appendix C, 62 pp.
- * 2. Carnegie Commission Missions Ch. 14, 16 pp.

Others:

1. Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1950.
2. Tyler, Ralph W. et. al. Perspectives of Curriculum Evaluation. Chicago: Rand McNally, 1967.

Seventh Session - Curriculum Evaluation

Readings:

On Reserve:

- * 1. Chickering and Others Developing the College Curriculum. Ch. 10, 16 pp.
- 2. Miller, Richard. "Academic Programs" 67 pp. (Book Chapter on reserve in College of Education Library.)

Others:

- 1. Anderson, Scarvia B.; Ball, Samuel; Murphy, Richard T.; and Associates. Encyclopedia of Education Evaluation. San Francisco: Jossey-Bass Publishers, 1977. (Read on Areas of Interest)
- 2. Baird, Leonard I (Editor). Assessing Student Academic and Social Progress. New Directions for Community Colleges. San Francisco: Jossey-Bass, Inc., 1977.
- 3. Bowen, Howard (Editor). Evaluating Institutions for Accountability. New Directions Series for Institutional Research. San Francisco: Jossey-Bass Publishers, 1974.
- 4. Dressel, Paul. Handbook of Academic Evaluation. San Francisco: Jossey-Bass Publishers, 1976. (See Chapters of Interest, particularly in Part III.)
- 5. Dressel, Paul. The Confidence Crisis - An Analysis of University Departments. San Francisco: Jossey-Bass, Inc., 1969. Chapters 8-10. 64 pp.
- 6. Lawrence, G. Ben. Quantitative Approaches to Higher Education Management. ERIC/ Higher Education Research Report No. 4, 1977. Washington, D.C.: American Association for Higher Education, 1977.
- 7. Lenning, Oscar T. (Editor). Improving Educational Outcomes. New Directions for Higher Education. San Francisco: Jossey-Bass, Inc., 1976.
- 8. Palola, E. G. and Associates. Program Effectiveness and Related Costs (PERC): An Overview. Saratoga Springs, New York: Empire State University, 1975. (ED 115195) (This is on microfiche in College of Education Library).
- 9. Trivett, David A. Accreditation and Institutional Eligibility. ERIC/ Higher Education Research Report No. 9, 1976. Washington, D.C.: American Association for Higher Education, 1977.
- 10. Struening, Elmer L. and Guttentag, Marcia. Handbook of Evaluation Research. Beverly Hills: SAGE Publications, 1975.

11. Wallhaus, Robert (Editor). Measuring and Increasing Academic Productivity. New Directions Series for Institutional Research. San Francisco: Jossey-Bass, Inc., 1975.

Eighth Session - Instruction

Readings:

On Reserve:

1. McKeachie Wilbert Teaching Tips: A Guidebook for the Beginning College Teacher D. C. Heath & Co., 1978. (Read chapters of interest.)
- *2. Levine Handbook on Undergraduate Curriculum. Chs. 4,6, 8-9, 133 pp. (See Ch. 6 particularly 39 p.)

Others:

1. Astin, Alexander W. Four Critical Years. San Francisco: Jossey-Bass, Inc., 1977.
2. Bowen, Howard R. Investment in Learning. San Francisco: Jossey-Bass, Inc. 1977.
3. Centra, John A. (Editor) Renewing and Evaluating Teaching. New Directions Series for Higher Education. San Francisco: Jossey-Bass, Inc. 1977.
4. Hammons, James; Wallace, Terry H. Smith; Watts, Gordon. Staff Development in the Community College: A Handbook. Topical Paper No. 66. Los Angeles: ERIC Clearinghouse for Junior Colleges, University of California, June 1978.
5. Lindquist, Jack and Others. Designing Teaching Improvement Programs. Berkeley, California: Pacific Soundings Press, 1978.
6. Miller, Richard. Evaluating Faculty Performance. San Francisco: Jossey-Bass, Inc., 1972.
7. Pace, C. Robert (Editor). Evaluating Learning and Teaching. New Directions for Higher Education. San Francisco: Jossey-Bass, Inc., 1973.
8. Smith, Albert B. Faculty Development and Evaluation in Higher Education. ERIC/Higher Education Research Report No. 8. Washington, D.C.: Association for Higher Education, 1976. 71 pp.

Ninth Session - Curriculum Change

Readings:

On Reserve:

- *1. Levine Handbook On Undergraduate Curriculum. Ch. 14, 24 pp.
2. Lindquist, Jack Strategies for Change. Berkeley, California: Pacific Soundings Press, 1978.

Ninth Session (cont.)

Others:

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Tenth Session - A Look to the Future

Readings:On Reserve:

- * 1. Levine Handbook on Undergraduate Curriculum. Ch. 15, 42 pp.

Others:

1. See current journal articles

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

COLLEGE OF EDUCATION

COURSE OUTLINE FOR

EDAE 6400: THE COMMUNITY COLLEGE

DARREL CLOWES, Ph.D.
ASSISTANT PROFESSOR
COMMUNITY COLLEGE PROGRAM AREA

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
COLLEGE OF EDUCATION

EDAE 6400: THE COMMUNITY COLLEGE

Instructor: Darrel A. Clowes
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(703) 961-7560 or SCATS 230-7560
Office Hours By Appointment

COURSE DESCRIPTION:

The course is a professional core course in the graduate studies program for community college personnel. It is designed to acquaint students with the history, philosophy, purpose, organization, development, problems, and issues of the comprehensive community college.

COURSE GOALS:

A student who successfully completes this course should:

1. Understand the historical, societal, and philosophic context of the comprehensive community college as a national phenomena;
2. Understand the nature of the community college student and the range of the institutional responses which might be appropriate for that student population;
3. Understand the nature of the instructional and non-instructional staff of a community college, of the functions they perform, and of internal governance patterns appropriate to each component of the staff;
4. Understand the various missions of the community college and their expression through curriculum;
5. Understand the relationship between support services and the purposes of the community college; and
6. Understand current developments and issues as they forecast future patterns of growth, program development, organization, funding, and staffing.

TOPICS:

These topics are appropriate to a study of the community college; others may be added or substituted by consensus judgement:

- A. Setting of the Community College
 - Social
 - Historical
 - Philosophic
- B. Governance of the Community College
 - State Level
 - College Level
 - Financial
 - Other Factors
- C. Context of the Community College
 - Students
 - Staff
 - Curriculum - Proclaimed
 - Transfer Function
 - Preparation for Work Function
 - Curriculum - Quiet
 - General Education Function
 - Ramadiation Function
 - Community Service Function
 - Support Services
 - Place in Higher Education
- D. Future of the Community College
 - Issues
 - Critics

STRATEGIES/REQUIREMENTS:

This course is structured as a graduate seminar—"a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions." (Websters) The basic in-class design involves presentations by the instructor, oral and/or written student reports, planned group activities, and group discussion and interaction. The outside class design involves reading and the preparation of written materials.

Reading and Reporting:

You are expected to read and present a written report on at least two articles each session with a total for the course of twenty articles. A book or books beyond the texts may be substituted for articles on the basis of one book for three articles. For books use the format for "grocking" a book shown in Appendix A; for articles use the report format shown in Appendix B. (Note: To "grock" means to become a book, to represent its point of view, its agreement, and its tone.) One review must be of Karabel's 1972 HER paper "Community Colleges and Social Stratification."

Attendance:

The basic concept of the seminar demands regular participation by all students. It is expected that the student will attend all class meetings or make arrangements with the instructor (preferably in advance) to compensate for work missed. Classes may be made up through extra reading and reporting, field trips, or other means as agreed upon by the student and the instructor.

Examination:

A take-home examination will be given out at the fifth class meeting; it is due at the sixth class meeting. A final exam will be given.

Position Paper:

The paper is an opportunity for each student to demonstrate the mastery of high level writing skills and to exercise his or her skills of synthesis and analysis. The paper seeks to identify a significant question or problem (issue) related to the future of the community college, to demonstrate the significance of that question or problem, to present its historical and/or theoretical milieu, and to identify the limits of and the constraints acting upon possible resolutions of the question or problem. The paper is not an effort to provide the answer to the question or problem identified but to define, limit and explore the area you have identified. You may, if you must, express a brief opinion about a possible answer as a carefully labelled "coda" at the end of your paper. The Paper should follow the format in Appendix C, be between five and ten type-written pages, contain an annotated bibliography (Appendix D), and be written using the APA style manual. The position paper is due at the tenth class meeting. It should be submitted in duplicate.

EVALUATION:

Evaluation is based in equal parts upon each of the reports on your reading, the exams, the position paper, and the instructor's judgement about the quality of in-class work. The grades assigned for the course and their descriptors are:

- A - Graduate level work of substantial quality
- B - Acceptable graduate level work
- C - Marginally acceptable as graduate level work
- D - Unacceptable as graduate level work
- I - Incomplete (by prior arrangement only)
- W - Resigned passing (by third class meeting)
(+ and - grades will be used)

FORMAT:

Grocking a Book - Appendix A
Report on Article - Appendix B
Position Paper - Appendix C
Annotated Bibliography - Appendix D

BIBLIOGRAPHY

EDAE 5400 -- THE COMMUNITY COLLEGE

I. Journals

These journals frequently contain articles relevant to a study of the community college:

AAUP Bulletin (AAUP)
 American Vocational Journal (AVJ)
 Change Magazine
 Chronicle of Higher Education (CHE)
 Community College Frontiers (CCF)
 Community College Review (CCR)
 Community Services Catalyst (CSC)
 Community and Junior College Journal (CJCJ)
 Community/Junior College Research Quarterly (CJCQR)
 Harvard Educational Review (HER)
 Journal of Developmental and Remedial Education (JDRE)
 Journal of Educational Research (JER)
 Journal of Higher Education (JHE)
 Journal of Studies in Technical Careers
 New Directions for Community Colleges (NDCC)
 New Directions for Higher Education (NDHE)
 New Directions for Institutional Research (NDIR)
 Research in Higher Education (RHE)
 The Urban Review (UR)

II. Books and Articles

A. Setting of the Community College
 Social, Historical, and Philosophic

Blocker, Clyde E., et al. The Two-Year College: A Social Synthesis. Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

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D. Future of the Community College Issues and Critics

Archer, J.A. and H.C. Nickens. "Credit by CLEP: A Disconcerting Look at a Good Idea," Community Junior College Research Quarterly, Jan.-Mar. 1977, pp. 179-190.

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Gleazer, E.J., Jr. "After the Boom . . . What Now for the Community Colleges?," Community and Junior College Journal, August/September 1973, pp. 6-11.

Jencks, Christopher and David Riesman. The Academic Revolution. Garden City, New York: Doubleday & Company, Inc., 1968.
"The Anti-University Colleges: The Community College Movement," pp. 480-491.

Jensen, Arthur. "How Much Can We Boost I.Q. and Scholastic Achievement," Harvard Educational Review, 39:1 (Winter 1969), pp. 1-124.

Jerome, Judson. Culture Out of Anarchy: The Reconstruction of American Higher Learning. New York: Harder and Harder, 1970.

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Richardson, Richard C., Jr. "Tradition and Change in Community Colleges: The Crucial Years," Community College Review, Summer 1976, pp. 19-26.

Riesman, David, Joseph Gusfield and Zelda Gamson. Academic Values and Mass Education. Doubleday, 1971.

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Templin, Robert T., David E. Daniel and Ronald W. Shearon. "Are Community Colleges Truly the 'People's College'," Community College Review, Spring 1976, pp. 7-14.

Vaughan, G.B. Some Philosophical and Practical Concepts for Broadening the Base of Higher Education in Virginia. Topical Paper No. 19, Los Angeles, CA: ERIC Clearinghouse for Junior Colleges, University of California, March 1971.

Young, R.B. "The Identity Crisis of the Community College," Journal of Higher Education, May/June 1977, pp. 333-342.

Zverling, L.S. Second Best: The Crisis of the Community College. New York: McGraw-Hill, 1976.

Zverling, S.L. and D. Park. "Curriculum Comprehension and Tracking: The Community College's Commitment to Failure," Community College Review, Spring 1974, pp. 10-20.

APPENDIX A

CROCKING A BOOK

Book: Milton, Ohmer, Alternative to the Traditional, San Francisco: Jossey-Bass, Inc., 1972.

Presented By: W. Robert Sullins

Date: April 3, 1973

Summary: The author, Ohmer Milton, attempts to familiarize the reader with documented research about learning as found in numerous publications and to present various alternatives to traditional arrangements for learning.

Specifically, he

. . . . At one point he concludes "Present evidence strongly suggests that college grades bear little or no relationship to any measures of adult accomplishment" (page 48)

APPENDIX B

REPORT ON AN ARTICLE

Author and Title: _____

Source and Date: _____

Your Name: _____

Date: _____ Report # _____

Main Point:

Rationale for agreement and/or disagreement:

APPENDIX C
FORMAT FOR TITLE PAGE

V.P.I. & S.U.
College of Education

Title

to Professor Darrel A. Clowes
Submitted in partial fulfillment of course
requirements for EDAE 6400 — The Community
College

Name _____

Date _____

APPENDIX D

Ilich, Ivan F., "The Need for Institutional Research in the Community Colleges," Community College Frontiers, Volume 3, No. 2, Winter 1973, pp. 42-43.

Mr. Ilich discusses the role of institutional research in Illinois community colleges and emphasizes its need in the community college field. He feels that institutional research needs to expand and its successful expansion will depend on the community colleges attracting people with sound research skills needed to assess institutional administrative and instructional effectiveness.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962.

Mager's book is a dos and don'ts approach to behavioral objectives for teachers. It is basically designed for the teacher who wants to learn something about the use of behavioral objectives to improve the learning process for students.

Monroe, Charles R. Profile of the Community College. Washington: Jossey-Bass, Inc., 1972, Chapters 1-6.

Monroe presents a detailed analysis of the community as a movement within higher education. The review of literature format lends a broad approach to the subject by relating where many writers in the community college field see the movement going.

Pitman, John C. and John E. Roueche. A Modest Proposal: Students Can Learn. Washington: Jossey-Bass, Inc., 1972, Chapters 1-4.

Designed for community college teachers, administrators, and counselors, the book is concerned with explaining the needed role the community college must assume to ensure that the community college student is given a real opportunity to learn. Areas of learning theory are explained in terms of their relevance to the community college student.

Platt, Chester C., "Institutional Research: A National Survey," Community and Junior College Journal, Volume 45, No. 7, April, 1975, p. 30, 35.

The results of a national survey on the status of institutional research in the junior college are the basis of this article. There is an indication that institutional research budgets are on the increase, pointing to the fact of more interest in this function. Students were found to be the most popular research topic while instruction as a research area was least popular. Curriculum and programs ranked number five out of the seven areas included in the survey.

Richardson, Richard C. Jr., "Can Faculty Evaluation Improve Instruction?", Community and Junior College Journal, Volume 44, No. 3, November, 1973, pp. 19-21.

The author advocates the careful use of instructional evaluation and suggests that developing evaluation procedures should be conducted by the faculty as opposed to administration. Evaluation should not be standardized by an institution. Instead, it should be a vehicle for instructional improvement and greater institutional communication. The author feels faculty evaluation can improve instruction if the faculty is involved in developing and implementing evaluation procedures.

STATE UNIVERSITY OF NEW YORK AT BUFFALO

Department of Higher Education
Department of Social Foundations

COMPARATIVE HIGHER EDUCATION

SPF 524
HED 525

Philip G. Altbach
428 Baldy Hall
(636-2475)

Fall 1980

Comparative Higher Education is intended to provide a broad cross-cultural perspective on important issues related to higher education. The course will consider the growth and development of universities in Europe, the United States and the Third World, the key constituent elements of the academic system--faculty, students, and administration--and important current issues facing higher education. Among these issues are university reform, university-state relations, the fiscal "crisis," student activism, etc. Examples from various national systems will be considered.

The course requires active participation in class discussions. In addition, each student will be responsible for an essay-review paper on a topic to be selected by the student in conjunction with the instructor. There will be a take-home final examination. Evaluation for the course will be based 40% on the term paper, 40% on the final examination, and 20% on participation in the course discussions.

The following books will be used as the main readings for the course. They are available at Talking Leaves Bookstore, 3102 Main Street, Buffalo (approximately 4 blocks from the Main Street Campus in the direction of downtown Buffalo).

Murray, G. Ross, The University (New York: McGraw-Hill, 1976).

Joseph Ben-David, Centers of Learning: Britain, France, Germany, United States, (New York: McGraw-Hill, 1977).

Philip G. Altbach, Comparative Higher Education, (Washington, D.C.: American Association for Higher Education, 1973). (Available free from instructor).

Joseph Ben-David and Awarham Zloczower, "Universities and Academic Systems in Modern Societies" (Bobbs-Merrill Reprint).

Optional:

Philip G. Altbach, ed., University Reform (Cambridge, Mass.: Schenkman, 1974).

Barbara Burn, P. G. Altbach, Clark Kerr, and James Perkins, Higher Education in Nine Countries (New York: McGraw-Hill, 1970).

Clark Kerr, et al., 12 Systems of Higher Education: Six Decisive Issues, (New York: International Council for Educational Development, 1978).

John van de Graaff, et al., Academic Power, (New York: Praeger, 1978).

(Note: Materials marked with an asterisk (*) are on reserve at the Graduate Reserve Desk, Lockwood Library.)

Course Schedule

September 8: Perspectives on Comparative Higher Education

Required Reading:

P. G. Altbach, Comparative Higher Education, pp. 1-47.

*Ladislav Cerych and Sarah Colton, "Summarizing Recent Student Flows," European Journal of Education, 15 (No. 1, 1980), pp. 15-33.

*B. Burn, et al., Higher Education in Nine Countries, pp. 1-10, 345-355.

*Clark Kerr, "Comparative Effectiveness of Systems," in Clark Kerr, et al. 12 Systems of Higher Education, pp. 157-178.

Recommended Reading:

*Eric Ashby, The Structure of Higher Education: A World View (New York: International Council for Educational Development, 1973).

Martin Trow, "The Expansion and Transformation of Higher Education," International Review of Education, 18 (No. 1, 1972), pp. 61-83.

*Ladislav Cerych, A Global Approach to Higher Education (New York: International Council for Educational Development, 1972).

Joseph Ben-David, "Universities," in International Encyclopedia of Social Sciences, (New York: Macmillan, 1968) pp. 191-199.

September 15: Historical Perspectives

Required Reading:

Murray G. Ross, The University, pp. 3-66.

Joseph Ben-David and A. Zloczower, "Universities and Academic Systems in Modern Societies," (entire document).

Joseph Ben-David, Centers of Learning, pp. 9-28.

*Charles Haskins, The Rise of Universities (Ithaca: Cornell University Press, 1957), pp. 1-93.

Recommended Reading:

*Eric Ashby, Universities: British, Indian, African (Cambridge, Mass.: Harvard University Press, 1966), pp. 3-45.

Hastings Rashdall, The Universities of Europe in the Middle Ages (Oxford: Clarendon Press, 1936), 3 volumes.

*John Baldwin and Richard Goldthwaite, eds., Universities in Politics. (Baltimore: Johns Hopkins University Press, 1972).

Lawrence Stone, ed., The University in Society (Princeton: Princeton University Press, 1974), 2 volumes.

A. B. Cobban, The Medieval Universities: Their Development and Organization (London: Methuen, 1975), entire volume.

Eric Ashby, "The Future of the Nineteenth Century Idea of a University," Minerva, 6 (Autumn, 1967), pp. 3-17.

September 22: The American University: From Developing Country to the Steady State

Required Reading:

*David D. Henry, Challenges Past: Challenges Present, (San Francisco: Jossey-Bass, 1975), entire volume.

Murray G. Ross, The University, pp. 139-158.

*Clark Kerr, The Uses of the University (New York: Harper Torchbooks, 1963), entire volume, or

*Alain Touraine, The Academic System in American Society (New York: McGraw-Hill, 1973), entire volume.

Recommended Reading:

*Lawrence Veysey, The Emergence of the American University (Chicago: University of Chicago Press, 1965), selections.

*Christopher Jencks and David Riesman, The Academic Revolution (Garden City, NY: Doubleday, 1968), pp. 1-28, 155-198.

Eric Ashby, Any Person, Any Study: An Essay on Higher Education in the United States (New York: McGraw-Hill, 1971), entire volume.

Robert Nisbet, The Degradation of the Academic Dogma (New York: Basic Books, 1971).

Carnegie Council on Higher Education, More Than Survival: Prospects for Higher Education in a Period of Uncertainty (San Francisco: Jossey-Bass, 1975).

*David Smith, Who Rules the University? (New York: Monthly Review Press, 1975).

David Riesman, Constraint and Variety in American Education (New York: Doubleday, 1958), pp. 25-65.

September 29: The European University: Tradition and Change

Required Reading:

Joseph Ben-David, Centers of Learning, pp. 29-126.

*John van de Graaff, et al., Academic Power, (New York: Praeger, 1978) pp. 37-103.

*Roger Geiger, "European Universities: The Unfinished Revolution," Comparative Education Review, 22 (June, 1978), pp. 189-202.

*Martin Trow, "Problems in the Transition from Elite to Mass Higher Education," (Carnegie Commission Reprint, 1973), pp. 1-55.

Recommended reading:

"Zero Growth in Higher Education," Paedagogica Europaea, 12 (No. 2, 1977), pp. 7-106 (special issue)

"Recession and Retrenchment: Review of New Trends in European Higher Education," Paedagogica Europaea, 12 (No. 1, 1978), pp. 7-166 (special issue).

"European Universities: Ten Years After 1968," Paedagogica Europaea, 13 (No. 2, 1978), pp. 9-11 (special issue).

Burton R. Clark, Academic Power in Italy, (Chicago: University of Chicago Press, 1977).

G. Giles, "The Structure of Higher Education in the German Democratic Republic," Higher Education, 7 (May, 1978), pp. 131-56.

Jack Embling, A Fresh Look at Higher Education: European Implications of the Carnegie Commission (Amsterdam: Elsevier, 1974).

Eric Bockstael and Otto Feinstein, Higher Education in the European Community (Lexington, Mass.: Heath-Lexington, 1970).

David Martin, ed., Anarchy and Culture: The Problem of the Contemporary University (New York: Columbia University Press, 1970).

Abraham Flexner, Universities: American, English, German, pp. 221-361.

*W. R. Niblett and R. F. Butts, eds., Universities Facing the Future (San Francisco: Jossey-Bass, 1972), pp. 182-219, 277-296, 325-360.

"New Trends in European Post Secondary Education (Case Studies)," Paedagogica Europaea, 12 (No. 1, 1977), pp. 5-99.

October 6: Higher Education in the Third World: Institutional Transfer and Current Developments

Required Reading:

*Hassan Ali Al-Ebraheem and R. P. Stevens, "Organization, Management and Academic Problems in the Arab University: The Kuwait University Experience," Higher Education, 9 March, 1980), pp. 203-218.

*P. G. Altbach, "Servitude of the Mind?: Education, Dependency and Neocolonialism," Teachers College Record, (December, 1977), pp. 187-204.

*Eric Ashby, Universities: British, Indian, African, pp. 47-448. Skim.

*Ali A. Mazrui, "The African University as a Multinational Corporation: Problems of Penetration and Dependency," Harvard Educational Review, 45

Recommended Reading:

Patricia Weiss Fagen, Chilean Universities: Problems of Autonomy and Dependence (Beverly Hills, Calif.: Sage; 1973).

*Philip G. Altbach, "Literary Colonialism: Books in the Third Worlds," Harvard Educational Review, 45 (May, 1975), pp. 226-236.

W. R. Niblett and R. F. Butts, eds., Universities Facing the Future (San Francisco: Jossey-Bass, 1972), pp. 61-180.

Kenneth Thompson and Barbara Fogel, Higher Education and Social Change (New York: Praeger, 1975), 2 volumes.

October 13: Higher Education in the Third World: China and India

Required Reading"

*Philip G. Altbach, "Higher Education in India." in B. Burn et al., Higher Education in Nine Countries, pp. 317-344.

*Lloyd and Susanne Rudolph, eds., Education and Politics in India, (Cambridge, Mass.: Harvard University Press, 1972), pp. 3-82.

*Peter Seybolt, "Higher Education in China," Higher Education, 3 (August, 1974), pp. 265-284, or

*R. C. Hunt, "Change in Higher Education in the People's Republic of China," Higher Education, 4 (February, 1975), pp. 45-60.

*Susan Shirk, "Educational Reform and Political Backlash: Recent Changes in Chinese Educational Policy," Comparative Education Review, 23 (June, 1979), pp. 183-218.

Recommended reading:

Suma Chitnis and P. G. Altbach, eds., The Indian Academic Profession, (New Delhi: Macmillan, 1979).

"India" in International Encyclopedia of Higher Education, Volume 5, pp. 2132-2142.

*Amrik Singh and P. G. Altbach, eds., The Higher Learning in India (Delhi: Vikas, 1974), selections.

P. G. Altbach, The University in Transition: An Indian Case Study, (Cambridge, Mass.: Schenkman, 1973).

*C. T. Hu, "The Chinese People's University: Bastion of Marxism-Leninism," in W. Niblett and R. Butts, eds., Universities Facing the Future (San Francisco: Jossey-Bass, 1972), pp. 63-74.

Marianne Bastid, "Economic Necessity and Political Ideals in Educational Reform During the Cultural Revolution," China Quarterly, No. 42, (April-June, 1970), pp. 16-45.

Victor Nee, The Cultural Revolution at Peking University (New York: Monthly Review Press, 1969).

October 20: From Third to First World: The Case of Japan

Required Reading:

B. Burn, et al., Higher Education in Nine Countries, pp. 227-276.

*William Cummings, et al., Changes in the Japanese University, (New York: Praeger, 1979), pp. 1-39, 83-106, 217-240.

*William Cummings and Ikuo Amano, "Japanese Higher Education," in P. G. Altbach, ed., Comparative Higher Education Abroad, (New York: Praeger, 1976), pp. 222-262.

Recommended reading:

Michio Nagai, Higher Education in Japan: Its Take Off and Crash, (Tokyo: University of Tokyo Press, 1969), pp. 3-150.

October 27: The Comparative Politics of Higher Education

Required reading:

*Ian Michael, "Academic Autonomy and Governmental Demands: The Case of Malawi," Minerva, 16 (Winter, 1978), pp. 465-479.

Murray G. Ross, The University, pp. 119-138, 223-251.

*Edward Shils, "The Academic Ethos Under Strain," Minerva, 13 (Spring, 1975), pp. 1-37.

*Dennis Austin, "Et in Arcadia Ego: Politics and Learning in Ghana," Minerva, 13 (Summer, 1975), pp. 236-269.

*Hans Daalder, "The Dutch Universities Between the New Democracy and the New Management," Minerva, 12 (April, 1974), pp. 221-257.

Joseph Ben-David, Centers of Learning, pp. 127-140.

Recommended reading:

Paul Seabury, ed., Universities in the Western World (New York: Free Press, 1975).

*The Enemies of Academic Freedom," Minerva, 12 (October, 1974), pp. 405-415.

Wilhelm Hennis, "The Legislature and the German University," Minerva, 14 (Autumn-Winter, 1977), pp. 286-313.

Mogens Pedersen, "The Danish University Between the Millstones," Minerva 15 (Autumn-Winter, 1977), pp. 335-376,

Daniel C. Levy, University and Government in Mexico: Autonomy in an Authoritarian System, (New York: Praeger, 1980).

November 3: Governance

Required Readings:

*John van de Graaff, Burton Clark, et al., Academic Power: Patterns of Authority in Seven National Systems of Higher Education, (New York: Praeger, 1978), pp. 1-14, 147-190.

Murray G. Ross, The University, pp. 159-222.

*John Millett, "Planning and Management in National Systems," in Clark Kerr, 12 Systems of Higher Education, pp. 57-96.

*James Perkins, ed., The University as an Organization (New York: McGraw-Hill, 1973), pp. 3-14, 39-56, 79-106.

*Bruce Williams, "University Values and University Organization," Minerva, 10 (April, 1972), pp. 259-279.

Recommended Readings:

Gary Riley and J. V. Baldrige, eds., Governing Academic Organizations, (Berkeley, CA: McCutcheon, 1977).

C. Krutybosch and S. Messinger, eds., The State of the University, pp. 17-110, (Beverly Hills, California: Sage, 1970).

Victor Onushkin, ed., Planning the Development of Universities, I to IV (Paris: Unesco Press, 1972-4).

James Perkins ed., Higher Education: From Autonomy to Systems (New York: International Council for Educational Development, 1972).

J. V. Baldrige, Power and Conflict in the University (New York: Wiley, 1971).

G. Kloss, "The Growth of Federal Power in the West German University System," Minerva, 9 (October, 1971), pp. 510-527.

Murray G. Ross, "The Dilution of Academic Power in Canada: The University of Toronto Act," Minerva, 10 (April, 1972), pp. 242-258.

November 10: The Reform of Higher Education: International Comparisons

Required Reading:

- *Philip G. Altbach, "University Reform," in A. Knowles, ed., International Encyclopedia of Higher Education, Volume 9, pp. 4263-4274.
- *James Perkins, Reform of Higher Education: Mission Impossible? (New York: International Council for Educational Development, 1971).

Joseph Ben-David, Centers of Learning, pp. 161-182.

*Carnegie Commission on Higher Education, Reform on Campus (New York: McGraw-Hill, 1972), entire volume.

*Brian MacArthur, "Flexibility and Innovation," in Clark Kerr, 12 Systems of Higher Education, pp. 97-130.

November 17: University Reform: Case Studies

Required Reading:

*Philip G. Altbach, ed., University Reform: Comparative Perspectives for the Seventies, (Cambridge, Mass.: Schenkman, 1974), entire volume.

"The Reorganization of Higher Education in Sweden," Minerva, 12 (January, 1974), pp. 83-114.

Jacques Formerand, "The French University: What Happened after the Revolution," Higher Education, 6 (February, 1977), pp. 93-116.

Recommended Reading:

"University Reforms—I and II," Western European Education, 2 (Winter, 1970-71) and 3 (Winter, 1972-73).

"University Reform in Japan," Minerva, 8 (October, 1970), pp. 581-593.

Chun Wang, "Current Trends in the Reform of Higher Education in Communist China," Chinese Education, 2 (Winter, 1969-70), pp. 27-52.

H. J. Perkin, New Universities in the United Kingdom (Paris: Organization for Economic Cooperation and Development, 1969).

JB Lon Hefferlin, Dynamics of Academic Reform (San Francisco: Jossey-Bass, 1969).

Institute for Social Research, University of Zabreb, Reforms in Yugoslavia (Paris: Organization for Economic Cooperation and Development, 1970).

Ulrich Teichler, "Problems of Western German Universities on the Way to Mass Higher Education," Western European Education, 9 (No. 1-2, 1976), pp. 31-120.

November 24: The Academic Profession

Required Readings:

Murray G. Ross, The University, pp. 91-118.

*Philip G. Altbach, "The Crisis of the Professoriate," Annals of the American Academy of Political and Social Science, 448 (March, 1980), pp. 1-14.

*Everett Carl Ladd, Jr. and Seymour Martin Lipset, The Divided Academy: Professors and Politics (New York: McGraw-Hill, 1975), pp. 243-314, any 2 data chapters.

*Philip G. Altbach, ed., Comparative Perspectives on the Academic Profession, (New York: Praeger, 1978), any four chapters.

Recommended Readings:

*Pierre van den Berghe, Power and Privilege in an African University (London: Routledge and Kegan Paul, 1973), pp. 111-146.

*P. G. Altbach, S. McVey, and R. Laufer, eds., Academic Supermarkets (San Francisco: Jossey-Bass, 1971), pp. 157-270.

*Carlos Krutysbosch and Sheldon Messinger, eds., The State of the University: Authority and Change (Beverly Hills: Sage, 1970), pp. 111-180, 225-246.

T. Blackstone and O. Fulton, "Men and Women Academics: An Anglo-American Comparison," Higher Education, 3 (April, 1974), pp. 119-140.

*Edward Shils, "The Academic Profession in India," Minerva, 7 (Spring, 1969), pp. 345-372. (Also in A. Singh and P. Altbach, op. cit.)

*William Cummings, "Understanding Behavior in Japan's Academic Marketplace," Journal of Asian Studies, 34 (February, 1975), pp. 313-340.

A. H. Halsey and Martin Trow, The British Academics (Cambridge, Mass.: Harvard University Press, 1971).

Charles Anderson and John Murray, eds., The Professors (Cambridge, Mass.: Schenkman, 1971).

Alison Lurie, The War Between the Tates (New York: Random House, 1974). (A novel).

Stephen Lofthouse, "Thoughts on 'Publish or Perish'" Higher Education, 3 (February, 1974), pp. 59-80.

Pierre van den Berge, Academic Gamesmanship (New York: Abelard-Schuman, 1970).

Malcolm Bradbury, The History Man (Boston: Houghton Mifflin, 1975). (A novel)

David Lodge, Changing Places (New York: Penguin, 1979). (A novel)

December 1: Student Activism: Comparative and Theoretical Perspectives

Required Readings:

Murray G. Ross, The University, pp. 67-90.

Christopher Driver, The Exploding University, pp. 286-320.

*Kenneth Keniston, Youth and Dissent (New York: Harcourt Brace Jovanovich, 1972).

*P. G. Altbach, "Students and Politics," Comparative Education Review, 10 (June, 1966), pp. 175-186.

Recommended Reading:

P. G. Altbach and R. S. Laufer, eds., The New Pilgrims (New York: McKay, 1972), pp. 101-268.

*D. and G. Cohn-Bendit, Obsolete Communism: The Left Wing Alternative (London: Deutsch, 1968).

*Michael Miles, The Radical Probe: The Logic of Student Rebellion (New York: Atheneum, 1971).

December 8: Student Activism: Case Studies

Required Readings:

a) The United States

*Philip G. Altbach and P. Peterson, "Before Berkeley: Historical Perspectives on American Student Activism," in P. Altbach and R. Laufer, eds., The New Pilgrims, pp. 13-31.

*Philip G. Altbach, "From Revolution to Apathy: American Student Activism in the 1970s," Higher Education, 8 (November, 1979), pp. 609-626.

*Arthur Levine, "Student Activism in the 1970s: Transformation Not Decline," Higher Education, 8 (November, 1979), pp. 627-640.

*Alexander Astin, et al., The Power of Protest, San Francisco: Jossey-Bass, 1975), entire volume.

b) Western Europe

*P. G. Altbach and R. S. Laufer, eds., The New Pilgrims, pp. 281-311.

*S. H. Lipset and P. G. Altbach, eds., Students in Revolt (Boston: Beacon, 1969), pp. 35-201.

c) Asia

- *S. M. Lipset and P. G. Altbach, eds., Students in Revolt, pp. 235-350.
- *P. G. Altbach, "Student Movements in Historical Perspective: The Asian Case," Youth and Society, 1 (March, 1970), pp. 333-357.

Recommended Reading:

- S. M. Lipset, Rebellion in the University (Boston: Little Brown, 1972).
- P. G. Altbach, ed., Turmoil and Transition: Higher Education and Student Politics in India (New York: Basic Books, 1970).
- President's Commission on Campus Unrest, Report (New York: Arno Press, 1970).
- Alain Schnapp and P. Vidal-Naquet, eds., The French Uprising: An Analytical Documentary (Boston: Beacon, 1971).
- M. S. Archer, ed., Students, University, and Society (London: Heinemann, 1972).

December 15: ConclusionRequired Readings:

- Murray G. Ross, The University, pp. 253-282.

Note: The following sources are valuable for research and commentary on comparative higher education and to keep abreast of the field.

- Philip G. Altbach and David Kelly, Higher Education in Developing Nations: A Selected Bibliography (New York: Praeger, 1974).
- Philip G. Altbach, Comparative Higher Education: Research Trends, Bibliography, (London: Mansell, 1979).
- Philip G. Altbach, Comparative Higher Education Abroad: Bibliography and Analysis (New York: Praeger, 1976).

Minerva

Times Higher Education Supplement (Britain)

Higher Education

Bulletin of the International Association of Universities

Studies in Higher Education (Britain)

European Journal of Education

Asa Knowles, ed., International Encyclopedia of Higher Education, (San Francisco: Jossey-Bass, 1977), 10 volumes.

University of Florida
College of Education
Department of Instructional Leadership and Support

EDH 6305
College and University Teaching

Credit: 4 quarter hours

Instructor: Dr. Al Smith
Office: 2416 Norman Hall
Telephone: 392-2391/92/93

I. Purpose

This course is designed to explore the nature of college teaching and the many responsibilities of college faculty members. It provides an examination of the field of college teaching for those individuals currently teaching or planning careers in two-year colleges, four-year colleges, or universities as faculty or administrators. Emphasis is placed on the development of a professional improvement plan for each participant. The course should be of value to graduate students, faculty, or administrators who are interested in improving the quality of their teaching and/or enhancing their future higher education employment opportunities.

II. Objectives

Briefly stated, the activities carried out in this course are developed to aid each of you in:

1. Developing a conceptual framework for studying and understanding the role of the college teacher and the instructional system.
2. Understanding the characteristics of college faculty and students and the implications these characteristics have for improving the teaching-learning process.
3. Verbalizing your philosophy of teaching and theory of learning.
4. Developing a conceptual framework for curriculum and course design.
5. Building a background of theory and practice in the area of educational technology and its application in the teaching-learning process.
6. Understanding of testing and grading practices in American higher education.
7. Acquiring knowledge of literature, research, and trends related to faculty evaluation and professional development systems.

8. Developing positions on current issues facing college teachers.
9. Gaining familiarity with major studies and research reports relating to college teaching.
10. Building a background of knowledge, information, and attitudes relative to college teaching upon which further study can be built.

III. Reference Material

1. Required Texts:

Gaff, Sally Shake; Festa, Conrad; and Gaff, Jerry G. Professional Development: A Guide to Resources. New Rochelle, N.Y.: Change Magazine Press, 1978, (3.95) 110 pp.

Kozma, R. B. and Others, Instructional Techniques in Higher Education. Englewood Cliffs, New Jersey: Educational Technology Publications, 1978, 419 pp.

McKeachie, Wilbert J. Teaching Tips: A Guidebook for the Beginning College Teacher. Lexington, Massachusetts: D.C. Heath and Co., 1978 (Seventh Edition) 338 pp.

2. Suggested Reading:

Change Magazine Editors: How to Succeed as a New Teacher. New Rochelle, N.Y.: Change Magazine Press, 1978.

Change Panel of Academic Economics; Colleges and Money. New Rochelle, N.Y.: Change Magazine Press, 1976, (\$2.95) 91 pp.

Chickering, Arthur W. Experience and Learning. New Rochelle, N.Y. Change Magazine Press, 1977, (\$3.95) 89 pp.

Hight, Gilbert The Immortal Profession: The Joys of Teaching and Learning. New York: Weybright and Talley, 1976, (\$5.95) 223 pp.

Milton, Ohmer and Edgerly, John W. The Testing and Grading of Students. New Rochelle, N.Y.: Change Magazine Press, 1976. (\$2.95) 62 pp.

Milton, Ohmer and Associates On College Teaching: A Guide to Contemporary Practices. San Francisco: Jossey-Bass, Inc., 1978, (\$13.95) 404 pp.

3. Recommended Periodicals, Newspapers, Special Publications, and Monographs:

ERIC Research in Education (RIE) Index (Microfiche)

Community and Junior College Journal (formerly the Junior College Journal)

Change Magazine

The Chronicle of Higher Education

Change Magazine's Guide to Effective College Teaching
New York: Change Magazine Press, 1978.

Change Magazine's Reports on Teaching (6 issues starting in March 1976 - August 1978).

IV. Course Requirements

The subject matter and issues in this course lend themselves effectively to class discussion. It is the intention of the instructor to conduct the class in a manner so that each student will contribute to the subject matter or issue at hand. Students are expected to read extensively and to be able to make class contributions based not only on their own judgment and experience, but also on the basis of their reading.

There is no single text for the course. Each student is expected to read broadly in the field - books, periodicals, government publications, and journals - and to turn in on 5"7" cards, a minimum of 12 reading critiques for the quarter. (One due at each class meeting). Use just one card per reading, and respond to the author's main thesis - there's no need to restate the content of the material.

Each student is also expected to complete a term paper for the course, on a significant topic (problem or issue) of major concern in the area of college teaching. The usual form will be a type written paper (maximum of 15 pages, double spaced). This project must give evidence of careful reading, research, and thought, and should reflect serious analysis on your part, in addition to the presentation of information. (see Term Paper Guidelines).

Summary of Course Requirements and Evaluation Procedures:

- (1) Contribution to Class Discussions (10% of final grade)
- (2) Reading Cards (10%)
- (3) Individual Paper (Due at last class - original and one xeroxed copy) (70%)
- (4) Leading part of one class discussion. (10%)

The major activity of this course to be evaluated by the instructor is the term paper. Your contributions in class and your reading will also be considered. It is hoped that you will also contribute to the instructor by offering evaluative comments about the course and the manner in which it was conducted. Students will be asked to share in leading the class discussions.

VI. Schedule of Topics to be covered with Required and Suggested Readings.

September 23 - Orientation, Introductions, and Development of a Conceptual Framework For the Study of College Faculty and Teaching.

September 30 - The Instructional System.

Required Reading:

Kozma et al. Instructional Techniques in Higher Education, in Higher Education, Preface and Chapters 1-8, (143 pages).

Suggested Readings and Resources:

Gaff et al. Professional Development: A Guide to Resources. Chapters 1-3 (29 pages).

Hight, Gilbert, The Immortal Profession: The Joys of Teaching and Learning. New York: Weybright and Talley, 1976. 223 pp.

October 7 - Faculty Characteristics Workloads, Selection, Recruitment, Orientation and Teaching Styles.

Required Reading:

Bornheimer, Deane G. The Faculty in Higher Education. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1973, Preface and Chapters 1-5, 8-10 (114 pages).

McKeachie, Chapter 6, 15 pages.

Suggested Readings and Resources:

The Condition of Education, 1978 Edition Statistical Report, Report, U.S. Department of Health, Education and Welfare, National Center for Education Statistics (NCES), 1978, Chapter 4, page 164.

The Condition of Education, 1979 Edition NCES, 1979 Chapter 3, page 92.

The Condition of Education, 1980 Edition, Chapter 3, page 97.

Trow, Martin, Editor, Teachers and Students, New York: McGraw - Hill Book Co., 1975. Introduction and Chapters 1-3, 112 pages.

October 14 - Learning Theory, Student Learning Styles and Characteristics: Implications for College Teaching.

Required Reading:

Cross, Patricia, Accent on Learning, 1976. (Chapter on Student Learning Styles)

Davis, James R. Teaching Strategies for the College Classroom Boulder, Colorado Westview Press, Inc., 1976. Preface and Chapter 1, 38 pages.

McKeachie, Chapters 23-24 (36 pages).

Suggested Reading and Resources:

Ericksen, Stanford C. Motivation for Learning. Ann Arbor, Michigan: The University of Michigan Press, 1974. 255 pages.

Gaff, Sally and Others, Professional Development: A guide to Resources. New York: Change Magazine Press, Chapter 4.

October 21 - Curriculum and Course Development.

Required Reading:

Carnegie Foundation for the Advancement of Teaching, Missions of the College Curriculum. San Francisco: Jossey - Bass Publishers, 1978. Chapters 1-6. (149 pages).

or

Levine, Arthur, Handbook on Undergraduate Curriculum, San Francisco: Jossey - Bass Publishers, 1978. Chapters 1-3, 7, (92 pages,)

Suggested References and Resources:

Bornheimer, Dean G. et al. The Faculty in Higher Education. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1973. Chapters 6-7 (32 pages).

Chickering, Arthur W. et al. Developing the College Curriculum: A Handbook for Faculty and Administrators. Washington, D.C.: Council for the advancement of Small Colleges, 1977.

Gaff, Sally and Others (1978) Chapters 5-6 (19 pages.)

McKeachie Chapters 1-3, (34 pages.)

October 28 - Research on College Teaching Strategies.

Required Reading:

McKeachie, Chapters 4-5, 7-15 (124 pages.)

or

Kozma et al. Chapters 9-23 (232 pages.)

November 4 - Educational Technology.

Required Reading:

Carnegie Commission on Higher Education. The Fourth Revolution, New York: McGraw - Hill Book Co. 1972, (103 pages.)

November 11 - No Class (Veterans Day)

November 18 - Evaluation of Students and Grading.

Required Reading:

McKeachie, Chapters 16-17, (36 pages.)

or

Levine, Arthur, Handbook on Undergraduate Curriculum, San Francisco: Jossey Bass Publishers, 1978. Chapter 4 (32 pages).

Suggested Reading:

Milton, Ohmer and Edgerly, John W. The Testing and Grading of Students. New Rouchelle, N.Y.: Change Magazine Press, 1976, (62 pages.)

November 25 - Evaluation and Development of Faculty and Their Problems.

Required Reading:

Centra, John, Determining Faculty Effectiveness. San Francisco, Jossey Bass, Inc. 1979 (Read Selected Chapters of Interest).

Suggested Reading:

Bornheimer, Deane G. The Faculty in Higher Education (1973) Chapters 11-16 (62 pages.)

Miller, Richard I. Evaluating Faculty Performance, San Francisco: Jossey - Bass, Publishers, 1972 (145 pages.)

Smith, Albert B. Faculty Development and Evaluation in Higher Education. ERIC/Higher Education Research Report No. 8, 1976. (76 pages.)

December 2 - The Impact of Faculty and Higher Education on Students.

Required Reading:

Bowen, Howard, Investment in Learning, San Francisco: Jossey - Bass Publishers, 1977. Preface and Chapters 1-3 and Selected Chapters of Interest (103 pages plus.)

Term Paper Guidelines

Outlines below are my expectations for your paper. Please see me if you have any questions or would like some help in getting started.

1. The purpose of this paper is to give you a chance to explore in depth a major current problem or issue related to college teaching. You will also have an opportunity to offer solutions that you feel will solve your problem.
2. The paper should be double spaced and typewritten. Headings should be provided throughout and the report should follow the APA Style Manual or similar style manual.
3. Please turn in the original typed copy and a xeroxed copy, also keep a xerox copy for your own use.
4. You may design your paper for publication in a journal of higher education or a journal in your field. Indicate when you turn your paper in, the journal you would like to submit it to and whether or not you do plan to submit it.
5. Your paper may include the following sections:
 - a) Title Page
 - b) Table of Contents
 - c) Introduction
 - d) Review of Literature and Research: Identification of the Current Problem or Issue under Investigation.
 - e) Statement of the Current Problem or Issue.
 - f) Review of Literature and Research: Solutions to the Problem.
 - g) Recommended Solution(s) - Action Proposals
 - h) Summary and Conclusions
 - i) Footnote or Reference Page
 - j) Bibliographic Page
 - k) List of objectives for your paper--criteria you wish to have your paper evaluated on.
6. Please turn in an outline of your planned research paper, including a list of the references you plan to investigate under each major section of your paper along with your paper's objectives by the end of the 5th week of classes. The objectives we agree upon at this time will be the criteria I will use to grade your paper. For an A grade you will need to make sure that your paper is free from spelling and grammatical errors.
7. All papers are due on or before our last class meeting. I will prepare a summary evaluation of your paper and give this to you after I have graded your paper. (See the secretary in Room 2423 Norman during or after the quarter break for the evaluation of your paper.)

- Term Paper Guidelines

8. Each paper will be evaluated primarily on the basis of how well the writer supports his/her statements (70%). Reference to current research, literature, and experts in the field will be necessary in order to establish and define the issue or problem under study and to support solutions proposed. The paper must also include the writer's own opinions, ideas, and interpretations. Further evaluation will be based on bibliographic form, grammar (spelling, punctuation, sentence structure, etc.) and general writing style (30%).

Howard R. Bowen
Professor of Economics
and Education
January 1979

ECONOMICS 396
EDUCATION 364

ECONOMICS OF HIGHER EDUCATION

Higher education may be regarded as a well-defined and important "industry." It uses resources in the form of labor, capital, and land, and yields "products" in the form of learning, changes in human traits, discovery and preservation of knowledge, artistic creativity, and public service. It also yields experiences which are valued in and of themselves and without any necessary instrumental value. Like other industries, for example, the automobile industry or the clothing industry, it transforms scarce and costly resources into valued services and outcomes (products). The economic problem for higher education, as for other industries, is to deal with these questions: (a) What are the products of higher education? (b) In what quantities should these products be produced? (c) How should production be organized? and (d) How should the production be financed, i.e., who would bear the costs or pay for the resources employed?

In ordinary industries such as automobiles or clothing, which consist of private profit-seeking enterprises, these questions are answered by private decisions guided and coordinated through a market. Production is organized within firms. Each enterprise tries to produce at least cost the types and quantities of products that can be sold for prices sufficient to cover costs and yield a worthwhile profit. A major objective of the enterprises is to maximize profit.

Higher education is organized primarily in not-for-profit enterprises. These include community colleges, four-year colleges, universities, and various specialized schools. Some of them are publicly sponsored by states, municipalities, and in a few cases by the federal government; some are sponsored by non-profit private corporations; and some, mostly devoted to vocational education, are sponsored by profit-making enterprises and are known as proprietary schools and colleges.

Higher education is differentiated from elementary or secondary education in that its concerns are advanced learning or learning in the practical arts that builds upon elementary and secondary education as a base. The distinctions here are, however, not sharp or precise. In recent years, the term "post-secondary education" has frequently been substituted for "higher education."

The definition of the higher education industry is complicated by the fact that by no means all higher education occurs within, or even with the help of, institutions. Learning is ubiquitous. It goes on in all kinds of circumstances from the cradle to the grave. It takes place through reading, informal conversation, and the mass media. It occurs in the home, in the workplace, in the armed services, in the church, on the golf course, or during solitary meditation. One cannot live a single day without at least the chance of learning and discovery. Indeed, learning and life are in some ways synonymous. Not all experiential learning may be classed as higher education, that is, beyond the level of elementary and secondary education yet much of it can be so considered. In the study of the economics of higher education, it would be convenient to concentrate on institutionalized higher education and ignore experiential learning. However, one of the major problems in the organization of higher education is to determine how much of higher education should rely on formal institutionalized activity and how much should derive from life experience. The current interest in non-traditional study and external degrees is based precisely on the view that much higher education could be shifted out of the institutions or that much experiential learning should be recognized for academic credit.

* * * *

This course will provide opportunity for a systematic exploration of the economics of the higher education industry. It is hoped that there will be something of value for educators as well as economists. It is also hoped that those not versed in economics will learn some economics, and that those not versed in higher education will gain some understanding of that field.

Much of the literature on the economics of higher education is fragmented and polemical. That which emanates from educators tends to emphasize -- sometimes in glowing rhetoric -- the values of higher education and its need for greater

resources. That which comes from economists tends to emphasize those aspects that are readily measurable through market prices. Perhaps a blending of the two points of view will serve the truth.

One of the features of modern economic development is the relative growth of those sectors of the economy in which market price is inadequate, misleading, or impractical as a measure of social value. Market price has shortcomings as a yardstick even in the commercial parts of the economy dominated by marketable products and profit-making private enterprise. The relevance of market price must be questioned even more in its application to industries such as health services, natural resource use, environmental protection and improvement, national defense, law and order, the arts, research and development, and education at all levels. These industries have been growing, and will continue to grow as a fraction of the total economy. Someday they may become the dominant part of the economy. The study of the economics of these less commercial industries, in which values not readily expressible in prices are important, is becoming of high priority. The study of higher education raises issues that are common to all of these industries.

Basic Readings

(all ordered at Huntley Bookstore in paperback editions)

Aaron Wildavsky, *The Politics of the Budgetary Process* (2 ed). Boston: Little Brown and Company, 1974.

Chester E. Finn, *Scholars, Dollars, and Bureaucrats*. Washington: Brookings Institution, 1978.

M. O'Donaghue, *Economic Dimensions in Education*. Chicago: Aldine Atherton

Topical Outline and Schedule

January 23, 30	General survey of economics of higher education:
February 6, 13	the higher education industry; concept of human capital; production, resource use, costs; goals and outcomes; demand.
	O'Donoghue, Chapters 1, 2, 3, 4
February 20, 27	Efficiency in higher education: scope, organization,
March 6, 13	internal administration.
	O'Donoghue, Chapters 5, 6, 7, 8
	Wildavsky, entire book.
March 27	Financing higher education
April 3	O'Donoghue, Chapters 9, 10
	Finn, entire book.
April 10, 17, 24	Presentation of student papers
May 1	
May 8	Summing up.

Papers (please be punctual)

1. The Wildavsky book is a classic on the subject of budgeting. It is concerned basically with budgeting in the Federal government though the ideas it presents are applicable to budgeting in other organizations including statewide higher educational systems or individual colleges and universities. Please prepare a short paper on the application of Wildavsky's ideas to higher education. Due March 13.

2. Please prepare an original longer paper on a subject chosen by you in consultation with the instructor. This paper would be presented orally to the members of the seminar on an agreed date, and presented in excellent written form by May 8. The following are examples of possible topics:

1. Technological change in higher education.
2. Statewide coordination of higher education.
3. A general theory of non-profit organizations.
4. Governance and efficiency in higher education.

5. Allocation of resources to research and scholarship.
6. Demand for higher education: factors in student choice.
7. Private higher education and the efficiency of the higher educational system.
8. Cost comparisons among institutions.
9. The manpower theory of higher educational planning.
10. Personnel practices of higher education as related to efficiency: appointment, promotion, tenure, retirement, part-time employment.
11. Non-academic employees in higher education.
12. Is higher education doomed to go on perpetually without significant improvements in productivity?
13. Finance and academic freedom.
14. Is higher education understaffed or overstaffed administratively?
15. Faculty and staff compensation in higher education.
16. Size and efficiency.

(3.) Please write a short open-book final examination. Questions will be given out on May 1 and the papers should be turned in by May 8.

Bibliography

- Balderston, Frederick E., *Managing Today's University*. San Francisco: Jossey-Bass, 1974.
- Becker, Gary S., *Human Capital*, New York: National Bureau of Economic Research, 1964.
- Berdahl, Robert O., *Statewide Coordination of Higher Education*. Washington: American Council on Education, 1971.
- Blaug, Mark, *An Introduction to the Economics of Education*, London: Penguin Books, 1970.
- Blaug, Mark (editor), *Economics of Education*, Volume I or II, London: Penguin, 1968 and 1969.
- Carnegie Commission on Higher Education, *College Graduates and Jobs*, New York: McGraw-Hill, 1973.
- Carr, Robert K. and Van Eyck, Daniel K., *Collective Bargaining Comes to the Campus*, Washington: American Council on Education, 1973.
- Commission on Academic Tenure in Higher Education, *Faculty Tenure*. San Francisco: Jossey-Bass, 1973.
- Cyert, Richard M., *The Management of Non-profit Organizations*. Lexington, Mass., D. C. Heath, 1974.
- Gordon, Margaret S. (editor), *Higher Education and the Labor Market*. New York: McGraw-Hill, 1974.
- Johnstone, D. Bruce, *New Patterns for College Lending*. New York: Ford Foundation, 1972.
- Juster, F. Thomas (editor), *Education, Income, and Human Behavior*. New York: McGraw-Hill, 1975.
- Lumsden, Keith G. (editor), *Efficiency in Universities*. Amsterdam: Elsevier, 1974.
- McMahon, Walter W., *Investment in Higher Education*. Lexington, Massachusetts, Lexington Books, 1974.
- Mushkin, Selma J. (editor), *Economics of Higher Education*, Washington: U. S. Government Printing Office.
- National Commission on the Financing of Postsecondary Education, *Financing Postsecondary Education in the United States*. Washington: U. S. Government Printing Office, 1973.

Bibliography (continued)

- Orwig, M. D. (editor), *Financing Higher Education: Alternatives for the Federal Government*. Iowa City: The American College Testing Program, 1971.
- Perkins, James A. (editor), *The University as an Organization*, New York: McGraw-Hill, 1973.
- Psacharopoulos, George, *Returns to Education*. San Francisco: Jossey-Bass, 1973.
- Radner, Roy and Miller, Leonard S., *Demand and Supply in U. S. Higher Education*, New York: McGraw-Hill, 1975.
- Robinson, E. A. G., and Vaizey, J. E., *The Economics of Education*. New York: St. Martin's Press, 1966.
- Schultz, Theodore W., *Investment in Education*, Chicago: University of Chicago Press, 1972.
- Schultz, Theodore W., *Investment in Human Capital*, New York: The Free Press, 1971.
- Taubman, Paul and Wales, Terence, *Higher Education and Earnings*, New York: McGraw-Hill, 1974.
- Vaizey, John, *The Political Economy of Education*, New York: John Wiley, 1972.

THE OHIO STATE UNIVERSITY
College of Education
Academic Faculty of Educational Administration
Educational Administration 959
Call # 2149-8
Doctoral Core in Educational Administration I
Four Hours Graduate Credit

Autumn, 1980

Mondays and Wednesdays
1:00 - 3:00 p.m.
173 MacQuigg Laboratory
105 W. Woodruff Avenue

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Associate Professor
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Rationale for the Course

Educational Administration 959 is the first of three segments of the doctoral core sequence in educational administration. It aims at introducing students to the structural literature on organizations and examining the implications of this literature for administration in educational organizations.

Educational Organizations -- schools, colleges, and universities, state boards of education, accrediting associations, school districts, parent-teacher associations -- these are some kinds of educational organizations, but not all. People involved in education as students, faculty members, administrators, board members, alumni, and "interested citizens" work with and in these organizations.

Educational organizations play roles in complex societies that are increasingly "organized" -- meaning these societies are more and more composed of formal, complex organizations, churches, industrial and business corporations, civic associations, public service bureaucracies. The educational organizations mentioned above are like these organizations in many ways -- and unlike them in many ways.

It is helpful for people involved in complex organizations to understand what organizations are -- and what it means to be organized. Accordingly, this course intends to provide insight into educational organizations by exposing students to some of the classics in the literature dealing with schools and colleges and universities as complex organizations.

The abstract and theoretical nature of the material to be examined means that the implications for administration to be drawn will not always be clear. The kinds of understandings that students should aim to synthesize from this course will enhance their abilities to understand the nature of how educational organizations function. Although students might not be able to grasp kernels telling them what to do in given situations as administrators in educational organizations, their understanding of organizational structures and processes should make them more effective administrators over the long haul.

The material to be read for the course is, for the most part, abstract and theoretical, consisting of "classics" dealing with basic issues in the understanding of complex organizations. It is a misnomer to call a course of this kind comprehensive in that it makes no claim to cover the breadth of theoretical knowledge relevant to the study of administration in organizations. A good deal of other material relevant to administration in organizations is also covered in other courses available in this department and in the university. The material chosen is structural in its orientation because the instructor feels that this material is insufficiently emphasized in other courses in administration. A second reason that the course makes no claim to be comprehensive is that the selection of material for such a course is necessarily somewhat arbitrary. It is the opinion of the instructor that there is no one "organization theory" serving to unify knowledge relevant to organizations. There are various theories speaking to various aspects of organizational behavior. There is no one theory that pulls disparate bodies of knowledge and speculation together.

Course Objectives

To expose students to elements of the structural literature on complex organizations in order to enhance their understanding of educational organizations per se and in so doing to enhance the students' potential as administrators.

To have students gain familiarity with one of the theoretical areas of knowledge from which the applied administrative sciences are drawn. In so doing students should gain a sense of where administration in educational organizations "fits" in relation to other kinds of administration, and other applied and basic branches of knowledge. This knowledge should help students to define and focus their thinking about their own research in administration, and to relate that research to broader areas of knowledge. This should be particularly helpful at dissertation proposal time in terms of delineating a topic, and perhaps later in the preparation of a dissertation and in any subsequent research.

To gain appreciation of the relationship between theory and research. In reading material that is, in part, based on research, students should gain an appreciation for the ways in which theory relates to research, and vice versa. The course makes no claim to being a methods course, but it will expose students to a range of methodologies that have been used in the study of complex organizations. Whenever possible discussion will consider the relevance of these methodologies for research on administrative issues in educational organizations. An important course objective is the development of the student's ability to estimate and measure organizational phenomena. Where research is examined the student is urged to test the value of concepts in that research to the practicing administrator, and to ask how he or she would operationalize concepts, or measure phenomena to get a better administrative grasp of a situation.

More specifically:

1. Students will understand educational organizations, schools, colleges, and universities as formal organizations. They will demonstrate this understanding by comparing alternative definitions and views of complex organizations, and discussing their relevance for understanding, managing, administering and working with schools, colleges, and universities.
2. Students will understand the similarities and differences between educational organizations, and other kinds of organizations, i.e., religious, business, civic organizations. Students will demonstrate this understanding by comparing educational organizations to other organizations on a variety of characteristics, i.e., goals, technologies, environmental relationships. Students will understand the implications of these differences for administration.
3. Students will understand the relationships between the organizational characteristics of schools, colleges and universities and the educational processes that take place within these organizations. They will demonstrate this understanding by advancing possible

theoretical relationships dealing with educational processes and organizational characteristics and explaining practical cases and situations in light of them.

4. Students will understand how the nature of educational organizations affects research done on them. Students will demonstrate their understanding by proposing appropriate research strategies for investigating educational issues in organizational settings.

Plan of the Course

There are 21 scheduled class sessions plus a final examination. For these sessions, the format will be class discussion. At times, the instructor will lecture, but mostly, the class will rely on group discussion of the material assigned. This means that the material assigned for a given class must be read prior to that class. The discussion will be structured so that all students contribute regularly. This requirement exists to ensure that students thoroughly read all the material assigned. Regular class attendance is expected. A student who must miss class should, in so far as is possible, inform the instructor in advance. Ten (10) percent of the final grade is based on attendance and participation.

It is admitted that some of the material assigned is technical in nature, and difficult to understand. Students will never be negatively affected by class participation which reflects misinterpretation or lack of understanding due to the difficulty of the material. However, it is stressed that students should read all assignments prior to class.

To focus attention on the more important themes, issues and questions of the course, students will write answers to study questions during the quarter. These will be graded and commented upon by the instructor. The grades on these questions will be averaged, and this score will count ten (10) percent of the student's grade. These assignments must be submitted on time. Late answers to study questions will receive the grade of zero (0).

Forty (40) percent of the student's grade will be based on a paper of moderate length (10-15 pages, typed, double-spaced) that represents an application of organization theory to an administrative issue or problem in an educational organization. This will be due delivered to the instructor's mail box in 301 Ramseyer Hall no later than five (5:00) p.m. on Thursday, December 4, 1980. The due date for the paper is intentionally set for a non-class day so that the instructor does not meet with the excuse of "not-having-done-the reading-for-today-because-I-had-to-get-the-paper-done."

The following procedure is recommended (but not required) to maximize on the learning experience involved in the term paper: 1) a paper proposal, 1-2 pages with topic, suggested organization and bibliography should be submitted to the instructor. A detailed outline of the paper should be submitted to the instructor. The instructor will review these proposals and outline, and return them within a week of their submission. Students are encouraged to take advantage of the opportunity to meet with the instructor and discuss their

papers with him in all stages of preparation. Individual appointments can also be made for clarification of material presented in class and in the reading.

There will be a final exam, comprehensive in nature, given at the time specified in the autumn quarter schedule, 8:00 - 9:48 a.m., Tuesday, December 9 in the regular classroom. The grade on the final constitutes the remaining forty (40) percent of each student's grade.

Determination of Final Grade: Summary

Attendance and Participation	10%
Study Questions	10%
Paper	40%
Final Exam	40%

Total 100%

With the exception of the study question assignments, students are not penalized for late assignments. Nor should students who do not turn in an assignments on schedule expect to receive the instructor's aid with these assignments after the quarter is over or to receive detailed comments on papers or grades on schedule. A student whose assignments are not completed on time will receive the grade of Incomplete until all work completed is submitted. The instructor's deadline for submission of incomplete work for the Autumn 1979 is Friday, February 6, 1981 at 5:00 p.m. Work should be turned in to the instructor's mailbox in 301 Ramseyer Hall. All incomplete grades revert to the grade of E unless all assignments are completed.

Outline and Bibliography

Recommended for Purchase (Pre-ordered for University Bookstores)

Charles Perrow, Organizational Analysis: A Sociological View. Belmont, CA: Wadsworth, 1970. HM131P45.

James D. Thompson, Organizations in Action. New York: McGraw-Hill, 1967. HD38T46.

Students who become interested in the study of organization theory may wish to keep abreast of the latest literature in the field. A look through the bibliography to follow will show articles from a number of journals. Most often cited is the Administrative Science Quarterly (ASQ) edited in the business school at Cornell University. For those interested (by no means required and encouraged only if you acquire a strong interest in this material) student subscriptions are available at \$11.00 annually (4 issues) from Administrative Science Quarterly, Malott Hall, Cornell University, Ithaca, New York 14853.

N. B. Except where specifically noted, all required and recommended readings have been placed on closed reserve for this course (Education 959 - Ecker) in the Education/Psychology Library in Arps Hall. Let the instructor know promptly if you have difficulty getting the readings. In case of foul ups, "breakdowns in communications", etc., library call numbers are also provided. In general, the Commerce Library (Page Hall) is your best bet for most of this material if education closed reserve misfires. The best source for the American Sociological Review (ASR) is the Social Work Library in Stillman Hall.

- I. Introduction: Administration in Educational Organizations
(Readings noted with an asterisk (*) are suggested. All others are required.)

Perrow, Organizational Analysis (Hereafter cited as Perrow) pp 1-26.

Owens, Organizational Behavior in Schools (Hereafter cited as Owens) p 1-4.

* P. M. Blau and M. W. Meyer, Bureaucracy in Modern Society. (2nd edition) pp 1-55. JF1351B55

- II. The Concept of Organization

- A. The Nature of Organizations: What are organizations?

P. M. Blau and W. R. Scott, Formal Organizations. (Hereafter cited as Blau and Scott) pp 1-15. HD31B53

C. I. Barnard, "Organizations as Systems of Cooperation" in A. Etzioni (ed.), A Sociological Reader on Complex Organizations (Hereafter cited as Etzioni) New York: Holt, Rinehart, and Winston, 1969. pp 15-19. HM131E8 1969

A. Downs, Inside Bureaucracy. pp 24-40. JF1351-062

Owens, pp 48-51, 56-60.

* R. Bendix, Work and Authority in Industry. pp 211-244.

- B. Types of Organizations: Ways of classifying Schools, Colleges and Universities

P. M. Blau and W. R. Scott, "The Nature and Types of Formal Organizations" in Carver and Sergiovanni, Organizations and Human Behavior: Focus on Schools. (Hereafter cited as Carver and Sergiovanni) New York: McGraw-Hill, 1969.

A. Etzioni, "A Basis for Comparative Analysis of Complex Organizations" in Etzioni, pp 59-76.

* R. H. Hall, J. E. Haas, and N. J. Johnson, "An Examination of the Blau-Scott and Etzioni Typologies" in Administrative Science Quarterly (Hereafter cited as ASQ) 12 (June, 1967) pp 118-139. HF5500A1A3

B. J. Hodgkins and R. E. Herriott, "Age-grade structure, goals and compliance in the school: an organizational analysis. Sociology of Education 43 #1 Winter, 1970. pp 90-105.

Perrow, pp 17-49.

R. G. Corwin, "How Do Schools and Colleges Differ From Other Organizations?" Ch. 2 "Role Conflict in the University" in Corwin Education in Crisis. New York: Wiley, 1974. pp 102-3.

R. O. Carlson, "Environmental Constraints and Organizational Consequences: The Public School and its Clients" in D. E. Griffiths (ed.) Behavioral Science and Educational Administration National Society for the Study of Education Chicago: University of Chicago Press, 1968. pp 264-267.

III. Models for the Study of Organizational Structure: Different views of educational institutions as organizations and their implications for administration

A. Introduction: Models and Paradigms: The relationship of theory and research on educational organizations

T. S. Kuhn, The Structure of Scientific Revolutions (2nd ed.) Chicago: University of Chicago Press, 1970. pp 10-11, 16-22, 23-32, 52-53, 64-69, 76, 77-91, 136-139. Q175K9 1970.

A. W. Gouldner, "Organizational Analysis" in R. K. Merton, L. Broom, and L. S. Cotrell, Jr. (eds.) Sociology Today. pp 400-410.

* A. Etzioni, Modern Organizations. pp 20-49. HM131E83.

* C. Tausky, Work Organizations, pp 24-75. HD31T22.

* N. P. Mouzelis, Organization and Bureaucracy (entire work). HM131M857 1967A

B. The Organization as a Rational System: The machine model and efficiency in educational administration

M. Weber, The Theory of Social and Economic Organization. pp 328-341. HB175W4171H4 1947A.

J. March and H. Simon, Organizations. pp 12-33. HD31M35.

R. G. Owens, Organizational Behavior in Schools. Englewood Cliffs, New Jersey: Prentice Hall, 1970 (Hereafter cited as Owen) pp 56-65.

* J. A. Litterer (ed.), Organizations: Structure and Behavior (Selected Readings), pp 40-132. HD31L49 1969.

* L. Gulick and L. Urwick (eds.), Papers on the Science of Administration (entire work). JF1351G8 1954.

* M. Albrow, Bureaucracy, pp 37-66. JF1351A4.

* D. A. Goslin, "The School as a Formal Organization" in The School in Contemporary Society. Chicago: Scott, Foresman, 1965. pp 131-149.

* H. Stroup, Bureaucracy in Higher Education. New York: Free Press, 1966. pp 1-55.

C. The Organization as a Natural System: The organism model and the relationship of informal to formal organization in schools, colleges and universities

P. Selznick, "Foundations of the Theory of Organization" in Etzioni, pp 19-32.

F. J. Roethlisberger and W. J. Dickson, Management and the Worker, pp 551-568. (skim 551-568) T58.

* R. Merton, "Bureaucratic Structure and Personality" in Etzioni, pp 47-59.

* S. Wolin, "A Critique of Organizational Theories" in Etzioni, pp 133-149.

* P. Selznick, "Rejoinder to Wolin" in Etzioni, pp 149-154.

* T. Parsons, Structure and Process in Modern Societies, pp 16-58.

Owens, pp 45-51.

Burton Clark, "Faculty Organization and Authority" in J. V. Baldridge (ed.) Academic Governance. Berkeley: McCutchan, 1971. pp 236-250. This same article is also found in Hugh Hawkins, (ed.), The Emerging University and Industrial American. Lexington, Massachusetts: DC Heath, 1970. pp 88-97.

D. The Organization as an Open System: The eco-system model, Educational Organizations and their environment

Katz and R. Kahn, The Social-Psychology of Organizations. pp 14-29 (read closely) pp 30-70 (skim).

* W. Buckley, Sociology and Modern Systems Theory, pp 36-80.

B. R. Clark, Interorganizational Patterns in Education. Administrative Science Quarterly (Hereafter cited as ASQ) X #2 September, 1965. pp 224-237.

Owens, pp 51-53.

S. R. Wayland, "Structural features of American education as basic factors in innovation" in M. B. Miles Innovation in Education, Teachers College Press, Columbia University, New York, 1964. pp 587-613.

K. E. Weick, "Educational Organizations as Loosely Coupled Systems" in Administrative Science Quarterly (ASQ) XXI #1 March, 1976. pp 1-19.

M. D. Cohen, J. G. March and J. P. Olsen. "A Garbage Can Model of Organizational Choice," ASQ 17 (March, 1972) pp 1-26.

*M. D. Cohen and J. G. March. Leadership and Ambiguity. New York: McGraw-Hill, 1974. Ch. 5, pp 81-91.

J. Meyer and B. Rowan, "Notes on the Structure of Educational Organizations: Revised Version", Department of Sociology and Center for Research and Development in Teaching, Stanford University Paper prepared for presentation at the annual meetings of the American Sociological Association, San Francisco, CA: August, 1975.

B. L. T. Hedberg, P. D. Nystrom and W. Starbuck, "Camping on seesaws: Prescriptions for a self-designing organization." ASQ XXI #1 March, 1976. pp 41-65.

George Ecker. "Administration in Higher Education: Making the most of ambiguity", Review of Higher Education, Vol. 3, No. 1, Fall, 1979, 23-31.

IV. Environment and Structure: The structures of formal organizations are shaped constantly by their environments. These readings indicate some ways in which these processes occur in educational organizations.

A. Cultural and Social Environment: Educational organizations and their milieux.

Perrow, pp 50-62, 92-132.

A. L. Stinchcombe, "Social Structure and Organizations" in J. G. March (ed.) Handbook of Organizations. pp 142-153. HD31M348.

T. Parsons, "Some Ingredients of a General Theory of Formal Organizations," in T. Parsons' Structure and Process in Modern Societies, pp 59-96. HM131P3 1960A.

Social Involvement and Insulation: Organizations apart of, and apart from, the larger society.

E. Katz and S. N. Eisenstadt, "Bureaucracy and Its Clientele -- A Case Study" in A. Etzioni (ed.) Readings on Modern Organizations.

S. H. Udy, "Administrative Rationality, Social Setting, and Organizational Development" in Etzioni. pp 480-493.

S. Diamond, "From Organization to Society," American Journal of Sociology (AJS) Vol. 63, March, 1958. pp 457-475. HM1A51.

E. Goffman, "The Characteristics of Total Institutions" in Etzioni, pp 312-329.

Larry Cuban, "Hobson vs. Hansen: A Study in Organizational Resource" Educational Administration Quarterly (EAQ) 11 #2 (Spring, 1975) pp 15-37.

* S. M. Dornbusch, "The Military Academy as an Assimilating Institution" in W. R. Scott, Social Processes and Social Structures. pp 343-350. HM51S36.

B. Task Environment: Outside impacts on organizational technologies in schools, colleges and universities.

A. L. Stinchcombe, "Social Structure and Organizations" in J. G. March (ed.), Handbook of Organizations. pp 153-169.

J. D. Thompson, Organizations in Action. (Hereafter cited as Thompson) pp 14-50.

S. Terreberry, "The Evolution of Organizational Environments" in ASQ 12 (March, 1968). pp 590-613.

J. Pfeffer, "Size and Composition of Corporate Boards of Directors: The Organization and Its Environment," ASQ 17 (June, 1972) pp 218-228.

P. Lawrence and J. Lorsch, "Differentiation and Integration in Complex Organizations," ASQ 12 (June, 1967) pp 1-30. (Reprinted in J. A. Litterer, Organizations: Systems, Control and Adaptation, Vol. 2, pp 220-229.)

C. B. Derr and J. J. Gabarro, "An Organizational Contingency Theory for Education" in Educational Administration Quarterly (EAQ) VII Spring, 1972. pp 26-43.

R. G. Corwin, "Strategies for Organizational Innovation: An Empirical Comparison" American Sociological Review. (Hereafter cited as ASR) 37 #4 (August, 1972) pp 441-454.

* F. E. Emery and E. L. Trist, "The Casual Texture of Organizational Environments" in Human Relations, 18 (1963). pp 20-26. (Reprinted in J. A. Litterer, Organizations: Systems, Control and Adaptation, Vol. 2, pp 220-229).

V. Technology and Structure: Educational organizations are affected by the nature of their tasks and the technologies involved in them

A. Technology and the Division of Labor in schools, colleges and universities

* J. K. Galbraith, The New Industrial State, Chapters 2 and 3. HC106.6635 1971.

Thompson, pp 51-82.

* D. J. Hickson, D. S. Pugh and D. C. Pheysey, "Operations, Technology and Organizational Structure," ASQ 14 (September, 1969) pp 378-397.

D. C. Lortie. "The Balance of Control and Autonomy in Elementary School Teaching" in A. Etzioni (ed.), The Semi-Professions and their Organization, New York: Free Press, 1969. pp 26-30.

E. G. Cohen, J. W. Meyer, W. Richard Scott, and T. E. Deal. "Technology and Teaming in the Elementary School", Sociology of Education, 1979 Vol. 52 (January) pp20-33.

J. Meyer and E. Cohen. "The Impact of the Open-Space School Upon Teacher Influence and Autonomy: The Effects of an Organizational Innovation." Stanford, CA: Stanford Center for Research and Development in Teaching (SCRDT), Stanford University, 1970.

B. Technology and Integration: Issues of Centralization of Control in educational organizations

P. Lawrence and J. Lorsch, "Differentiation and Integration in Complex Organizations" in ASQ 12 (June, 1967). pp 30-47. (Reprinted in J. A. Litterer, Organizations: Systems and Adaptation, Vol. 2, pp 245-253.

Review Derr and Gabarro, op. cit.

*J. Galbraith, Designing Complex Organizations, pp 1-66. HD31G26.

C. Technology and Power

D. J. Hickson et. al. "A Strategic Contingencies' Theory of Intra-organizational Power" in ASQ 16 (June, 1971) pp 216-229.

C. R. Hinings, et. al. "Structural Conditions of Intraorganizational Power" in ASQ 19 (March, 1974). pp 22-44.

VI. Organizational Goals: What are the purposes of educational organizations? What are the implications of these purposes for structure?

A. Goal Setting: Establishing organizational targets for schools, colleges and universities

Perrow, pp 133-174.

S. Dornbusch and W. R. Scott, Evaluation and the Exercise of Authority Ch. III, pp 65-71.

Thompson, pp 127-143.

Petro Georgiou, "The goal paradigm and notes towards a counter paradigm." ASQ 18 #3 September, 1973. pp 291-310.

*J. K. Galbraith, The New Industrial State, chapters 6, 13, 15.

*H. Simon, "On the Concept of Organizational Goals" in Etzioni. pp 158-174.

*E. Gross, "Universities as Organizations." American Sociological Review. (Hereafter cited as ASR) 33 (August, 1968), pp 518-529, skim "major findings" pp 529-544.

D. C. Lortie, "The Balance of Control and Autonomy in Elementary School Teaching" in A. Etzioni (ed.) The Semi-Professions and Their Organization. New York Free Press, 1969. pp 5-6.

Owens. pp 101-106.

B. Decision Making in Educational organizations.

H. Simon. Administrative Behavior (2nd ed.) pp 1-19, 45-52, 61-84, 100-109. HD31S59 1957A.

March and Simon. Organizations. pp 136-142.

C. Lindblom. "The Science of Muddling Through" In F. Carver and T. Sergiovanni, Organizations and Human Behavior: Focus on Schools. pp 325-336.

M. B. Miles. "Planned Change and Organizational Health: Figure and Ground" in Carver and Sergiovanni. pp 375-388.

VII. Control Systems: Rules for getting the job done in educational organizations

A. Rules

A. Gouldner. "About the functions of Bureaucratic Rules" in Gouldner, Patterns of Industrial Bureaucracy. pp 157-80. (Reprinted in W. R. Scott (ed.) Social Processes and Social Structures. pp 320-328.

*W. Rushing. "Organizational Rules and Surveillance: Proposition in Comparative Organizational Analysis" in ASQ 10 (March, 1966) pp 423-443.

B. Power and Authority: Formal and Informal

W. R. Scott. Social Processes and Social Structures. pp 193-199.

P. M. Blau and W. R. Scott. Formal Organizations. pp 27-32.

W. R. Scott. Social Processes and Social Structures. pp 384-398. (includes reading from Scott, Dornbusch, Busching and Laing)

S. M. Dornbusch and W.R. Scott. Evaluation and the Exercise of Authority. San Francisco: Jossey-Bass, 1975. pp 31-33.

Edward B. Smith. "Chester, Barnard's Concept of Authority." Educational Administration Quarterly (EAQ) XI #1 Winter, 1975. pp 21-37.

C. Professional and Bureaucratic Authority in Educational Organizations: A dilemma

A. Etzioni. Modern Organizations. pp 75-93.

W. R. Scott. "Professionals in Bureaucracies -- Areas of Conflict" in H. Vollmer and D. Mills (eds.) Professionalization. pp 265-275. HF5382V6.

M. Goss. "Influence and Authority Among Physicians in an Outpatient Clinic" in Etzioni, pp 275-291.

Owens, pp 203-210.

R. Thornton, "Organizational-Professional Commitment and Supervision of the Junior College Teacher" in EAQ VII Spring, 1971 #2. pp 25-39.

E. Mark Hanson, "The Modern Educational Bureaucracy and the Process of Change" in EAQ XI #3 (Autumn, 1975) pp 21-36.

D. C. Lortie, "The Balance of Control and Autonomy in Elementary School Teaching" in A. Etzioni (ed.) The Semi-Professions and their Organization New York Free Press, 1969. pp 1-5, 15-42.

D. W. Spuck, "Reward Structures in the Public High School." EAQ X Winter, 1974 #1 pp 18-34.

J. G. Anderson, "The Teacher: Bureaucrat or Professional." Chapter VI, pp 159-173 in J. G. Anderson, Bureaucracy in Education, Baltimore: The Johns Hopkins University Press, 1968.

E. Friedson and B. Rhea, "Processes of Control in a Company of Equals" in Social Problems, II (Fall, 1963). pp 119-130. HV1S66.

* H. Vollmer and D. Mills (eds.) Professionalization. pp 264-294.

VIII. Interrelations of Organizational Characteristics in schools, colleges and universities: A Summary

Review Weick, op. cit., and Meyer and Rowan, op. cit.

HIGHER EDUCATION LAW
Ed. A. 462

John Andes-1981
293-3707--Office
296-3733--Home

I. Course Objectives:

- A. To develop an understanding of the legal framework surrounding American Higher Education and its impact on the interaction with higher education administration.
- B. To develop a basic understanding of the state legal code as an aid to an administrator in higher education.
- C. To develop beginning skills in legal research.
- D. To develop an alertness to the implications of laws and court's decision as they have an impact on administrative and policy decision in higher education.

II. Course Considerations:

- A. Introduction - The Nature of Law
 - 1. Sources of Law
 - 2. Judicial Framework
 - 3. Legal Terms
- B. Introduction to Legal Research
 - 1. Classification of Law Books
 - 2. The National Reporter System
 - 3. Citing Court Decisions
 - 4. Techniques for Researching the Law
- C. Legal Basis of Higher Education Institution
 - 1. Historical - Chapter 1
 - 2. Private - Chapter 2
 - 3. Public - Chapter 3-4
- D. Due Process - Chapters 7, 9, 10
 - 1. Substantive
 - 2. Procedural
 - a. academic
 - b. disciplinary
- E. Equal Protection - Chapters 5, 12, 14, 15, 16, 17, 18, 19, 20
 - 1. Race/National Origin/Minority
 - 2. Sex
 - 3. Religion
 - 4. Physical/Handicapped/Age/Alcohol/Drugs
 - 5. Sexual status
 - 6. Capricious/Arbitrary
 - 7. Political/Beliefs

F. Faculty

1. Employment
2. Academic Freedom-Constitutional Rights - Chapter 6
3. Tenure/Promotion - Chapter 7
4. Dismissal, Nonrenewal - Chapter 7
5. Salary
6. Collective Bargaining - Chapter 8
7. Staff Reduction - Chapter 7

G. Students

1. Rights - Chapter 9
2. Institutional Relationship - Chapter 11
3. Academic - Chapter 10
4. Disciplinary - Chapter 10
5. Residency - Chapter 12
6. Records - Chapter 13, 21
7. Dormitory - Chapter 9, 12
8. Fraternities/Sororities
9. Organization/Speakers

H. Administrators

1. Removal
2. Collective Bargaining
3. Liability

I. Tort Liability

1. Definition
2. Grounds
3. Negligence
4. Deformation

J. Governmental and Charitability Immunity - Chapters 2, 4

1. Legal Background
2. Exceptions
3. Private Colleges
4. Liability Insurance

K. General

1. Sunshine - Chapter 1, 24
2. Freedom on Information
3. Accreditation - Chapter 1
4. NCAA
5. Copyright - Chapter 23
6. Human Subjects - Chapter 24
7. OSHA - Chapter 24
8. Workmen's Compensation
9. Consumerism

III. Course Requirements

- A. Intensive reading in text, related secondary references and court cases prior to class, in order to effectively participate in class.

- B. Research in a professor approved area of higher education law and the research reported in a paper culminating in recommended administrative policy.
- C. Four written abstracts of court cases in three areas of consideration. These are to be produced in sufficient numbers for class distribution, using approved style requirement.
- D. Several brief examinations on course considerations spaced throughout the term.

IV. Grading Procedure

- A. Research Project - 1/3
- B. Four Written Abstracts - 1/3
- C. Examinations - 1/3

V. Textbook

Edward, Harry T., and Virginia Davis Nordon, Higher Education and the Law. Cambridge, Mass.: Institute for Educational Management, 1979.

An Outline for Abstracts of Cases

The purpose of preparing an abstract (Gist) of legal cases is to provide the student with experiences in (1) locating legal reference materials, (2) reading legal case reports, (3) determining contentions of litigants, (4) interpreting the decisions of the court, and (5) comprehending the implications of the court decision to educational administration problems.

The length of the abstract is determined by the case, usually a few pages will do the job. Look for the principles involved and how they related to various aspects of educational administration and please follow the outline.

- A. Identification of the Case
 Rachel Osterlof v. University of Washington
 17 Wash. App. 621 (1977)
 604 P. 2d 814 (Wash. 1977).
- B. Facts of the Case
 Includes background of the case, previous hearings, agreed facts and contentions of the litigants
- C. Issue(s)
 Brief concise statement of the issue or issues of the case. Stated in question form.
- D. Answer
 Yes, No answer, except in split decisions where the vote is stated.
- E. Reasoning of the Court
 The logic and legal reasoning of the court. Use separate paragraphs for minority opinions where issued. Use separate paragraph for each issue.
- F. Implications of Administrators in higher education.

Mr. Schuster and Mr. Thelin
Claremont Graduate School

Education 359
Fall 1980

SYLLABUS I

Education 359: Historical and Philosophical Foundations of American Higher Education

This seminar is intended to serve a two-fold purpose: (1) to provide an introduction to the study of American higher education and (2) to provide historical and philosophical vantage points for better understanding American colleges and universities. Toward the latter goal, each seminar session will focus on a particular era or development, as outlined in the following pages of this syllabus.

Several premises underlie the organization of this seminar. Basic to the course is the notion that valuable insights into American higher education can be obtained through a close examination of the curriculum and its evaluation from the earliest colonial colleges to the present. A second premise holds that significant reliance on historically significant primary source documents can contribute to a better understanding of the domain of American higher education. Perhaps most fundamental is the premise that the American system of higher education cannot be adequately understood, nor can informed decisions be made by administrators, instructional staff, or others responsible for higher education, without the benefit of both historical and philosophical perspectives.

Resources: Six books comprise the core readings for the seminar.

Clifton F. Conrad and Jean C. Wyer, Liberal Education in Transition.
AAHE-ERIC/Higher Education Research Report No. 3 (American Association for Higher Education, 1980).

Charles Homer Haskins, The Rise of Universities (Great Seal Books, Cornell University Press, 1957), \$2.15 (paper).

Harold L. Hodgkinson, "Education in 1985: A Future History," Educational Record, Spring, 1979, pp. 129-136.

Richard Hofstadter and Wilson Smith, editors, American Higher Education: A Documentary History (2 volumes) (University of Chicago Press, 1968), \$3.95, Vol. 1, \$4.50, Vol. 2 (paper).

Clark Kerr, The Uses of the University (Harvard University Press, rev. ed., 1972) \$7.70 (cloth).

Frederick Rudolph, Curriculum: A History of the American Undergraduate Course of Study Since 1636 (Jossey-Bass, 1977), \$12.95 (cloth).

In addition, a number of reprints, articles, and selections pertinent to the seminar will be distributed in class or placed on library reserve.

Time and Place: The seminar will meet on Tuesdays from 6:30 to 9:00 p.m.
Initially we will meet in the McNassor Room in Harper Hall.

Education 359
Fall 1980

Assignment: Each student will be responsible for:

- (1) A five-page (typed, double-spaced) "Think Piece" based on assigned readings, on a topic to be determined by the instructors. The topic will be distributed in class on October 7, and the assignment will be due in class on October 14.
- (2) A two-page "Historical Document Analysis" based on the Primary Source Document assignments, which explicates an assigned Document using a specified format. See Part III, "Primary Source Document Assignments"
- (3) A two-page Book Review, drawn from a list provided by the instructors, using a specified format. See Part IV, "Book Review," for details.
- (4) A Seminar Paper, approximately 20-25 pages in length, on a topic to be arranged in consultation with one or both of the seminar's instructors. A one-to-two-page prospectus, in which each student proposes a topic, will be due no later than October 28; the paper itself is due on December 9. See Part V, "The Seminar Paper."
- (5) Students are expected to attend and participate in class meetings.

Evaluation: Students will be evaluated on the following basis:

Seminar Paper	70 percent
Think Piece	10 "
Historical Document Analysis	10 "
Book Review	10 "

Seminar participation - The instructors may choose to adjust a student's final grade for the seminar based on the quality of his/her participation in seminar discussions.

Whereabouts: Mr. Schuster's office is Harper 215 (telephone 621-8000, Ext. 3795). His office hours are Tuesday, 2:00 - 4:00 and Thursday, 2:00 - 4:00. You may find it helpful to call first to make an appointment. Appointments with Mr. Thelin can be arranged during class breaks or after class meetings.

SYLLABUS II

Education 359: Historical and Philosophical Foundations of American
Higher Education

Note well that the Assigned Readings indicated below are to be supplemented by the Primary Source Document Assignments.

<u>Unit</u>	<u>Date</u>	<u>Topic</u>
1	9/9	Introduction: The Study of Higher Education; its Historical and Philosophical Roots. C. Haskins, <u>The Rise of Universities</u> F. Rudolph, <u>Curriculum</u> , Chap. 1
2	9/16	Institutional Roots: The Medieval University, the Oxbridge Model, and the Origins of the Colonial College. Haskins (continued) Rudolph, Chap. 2
3	9/23	The Colonial College: Missions and Accomplishments. Rudolph, Chap. 2 (continued)
4	9/30	The American College: Large Vision, Narrow Role. Rudolph, Chap. 3
5	10/7	Curricular Innovations: Premature Experiments. Rudolph, Chap. 3 (continued)
6	10/14	Shifts at Mid-Century: The Utilitarian Curriculum. Rudolph, Chap. 4
7	10/21	Competition and Confusion: Inconsistency in Curricular Directions. Rudolph, Chap. 5
8	10/29	The Embryonic American University: Cornell, Hopkins, and Eliot's Harvard. Rudolph, Chap. 5 (continued)
9	11/4	Encountering the Twentieth Century: Pluralism Prevails; Academic Freedom Emerges. Rudolph, Chap. 6

<u>Unit</u>	<u>Date</u>	<u>Topic</u>
10	11/11	The Student Culture Triumphant: America Goes to College. Rudolph, Chap. 6 (continued)
11	11/18	General Education Revisited: Hutchins, Rosovsky and Much Grief in Between. Rudolph, Chap. 7
12	11/25	The Academic Profession's "Coup d'Etat." Rudolph, Chap. 7 (continued)
13	12/2	The Post-War Era: Expansion, Differentiation, Abundance and Discontent. Rudolph, Chap. 7 (continued) C. Kerr, <u>The Uses of the University</u>
14	12/9	The Era of Limits and Beyond. C. Conrad and J. Wyer, <u>Liberal Education in Transition</u> H. Hodgkinson, "Education in 1985."

Mr. Schuster and Mr. Thelin
Claremont Graduate School

Education 359
Fall 1980

SYLLABUS III

Education 359: Historical Document Analysis: Readings and Presentations

1. Each student's weekly reading assignment shall include primary source readings as noted on the following page. All students are expected to read with special care the document designated each week for the Historical Document Analysis Report.
2. In addition, each student is responsible for preparing and distributing to members of the seminar an Historical Document Analysis Report to be completed in the format as shown in the attachment.
 - a. The emphasis of the Report shall be to summarize concisely the context, content and historical significance of the particular document.
 - b. The Historical Documents from which to choose are included in Hofstadter and Smith's two-volume collection of primary source readings unless otherwise indicated. See next page.
3. Each student is responsible for one Oral Presentation of no more than five minutes to establish salient points about the Document.
4. Following the Oral Presentation there will be approximately ten minutes of discussion.
5. Each student's Historical Document assignment should be established, insofar as possible, at the second seminar meeting (Sept. 16).

SYLLABUS III (continued)

<u>Seminar Session</u>	<u>Hofstadter and Smith</u>		<u>Historical Document Analysis: Reports and Presentations</u>	<u>Pages</u>
	<u>Vol.</u>	<u>Parts</u>		
2. 9/16	-	-	John of Salisbury's "The Problems of a Christian Humanist" (handout)	
3. 9/23	1	1,2	Yale Chapter of 1745; Yale Laws of 1745	49-62
4. 9/30	1	4	"The Yale Report of 1828"	275-291
5. 10/7	1	3	Philip Lindsley	232-237
6. 10/14	2	5,6	Morrill Act	518-521
7. 10/21	2	7	John Burgess	652-666
8. 10/28	2	7,8	Charles Eliot	601-624
9. 11/4	2	9,10	AAUP General Declaration of Principles	860-878
10. 11/11	2	10,11	Robert Hutchins	924-940
11. 11/18	2	11	Harvard "Red Book"	956-969
12. 11/25	-	-	Jencks and Riegan's <u>Academic Revolution</u> , Chapter 1	1-27
13. 12/2	2	11	President's Commission on Higher Education for Democracy	970-990
14. 12/9	-	-	The Second Newman Report	

UNIVERSITY OF PITTSBURGH
SYLLABUS

Higher Education 348: The Professoriate

Fall Term, 1980-81
Dr. John C. Weidman
5S33 Forbes Quadrangle
624-1384

This course deals primarily with the faculty in colleges and universities. In the initial sessions of the course particular attention is paid to the historical evolution of the professoriate, contrasting where possible, developments in the United States and abroad. The second segment of the course is an exploration of surveys of faculty attitudes, values, and academic behavior. The latter part of the course concerns faculty careers, especially as they are related to the establishment of academic reputations and movement among institutions. The final segment of the course focuses on professors in the various fields of education.

Required readings for the course are:

Altbach, Philip G. (ed.), Comparative Perspectives on the Academic Profession (New York: Praeger Publishers, 1978).

Wilson, Logan, American Academics (New York: Oxford University Press, 1979).

Students are asked to read selectively also in the related periodical and monograph literature. In addition to participating in class discussion, each student will be required to prepare a term paper on a course-related topic.

Selected Reading List

I. The Academic Profession

Cohen, Arthur M. and Florence B. Brawer, The Two-Year College Instructor Today (New York: Praeger Publishers, 1977).

Gouldner, Alvin W., "Cosmopolitans and Locals: Toward an Analysis of Latent Social Roles," Administrative Science Quarterly 2 (1957-58): 281-306 (Part I), and 444-480 (Part II).

Halsey, A. H. and Martin Trow, The British Academics (Cambridge: Harvard University Press, 1971).

Kelly, Richard and B. Derrell Hart, "Role Preferences of Faculty in Different Age Groups and Academic Disciplines," Sociology of Education 44 (Summer, 1971): 351-357.

Light, Donald T., (ed), "New Research on the Academic Professions," Sociology of Education, Winter, 1974.

Marsh, John F. and Frank P. Stafford, "The Effects of Values on Pecuniary Behavior: The Case of Academicians," American Sociological Review, 32 (October, 1967): 740-754.

Parsons, Talcott and Gerald Platt, "Considerations on the American Academic System," Minerva, 6 (Summer, 1968): 497ff.

II. Surveys of Faculty in American Colleges and Universities

Bayer, Alan E., "College and University Faculty: A Statistical Description," ACE Research Reports, Vol. 5, No. 5 (Washington, D.C.: American Council on Education, 1970).

Bayer, Alan E., "Teaching Faculty in Academe: 1972-73," ACE Research Reports, Vol. 8, No. 2 (Washington, D.C.: American Council on Education, 1973).

Blau, Peter M., The Organization of Academic Work (New York: John Wiley, 1973).

Centra, John A., Women, Men and the Doctorate (Princeton: Educational Testing Service, 1974).

Ladd, Everett C. and Seymour M. Lipset, The Divided Academy (New York: McGraw-Hill, 1975). This book reports on the findings from the 1969 ACE-Carnegie survey. Results from more recent surveys have been published periodically in the Chronicle of Higher Education. For an exchange concerned with the methodology of these surveys, see the November 20, 1978 issue of the Chronicle.

Lazarsfeld, Paul F. and Wagner Thielens, Jr., The Academic Mind (Glencoe, Ill.: The Free Press, 1958).

III. Faculty Careers

Astin, Helen S., The Woman Doctorate in America (New York: Russell Sage, 1969).

Bernard, Jesse, Academic Woman (University Park: Pennsylvania State University Press, 1964).

Brown, David G., The Mobile Professors (Washington: American Council on Education, 1967).

Caplow, Theodore and Reece McGee, The Academic Marketplace (New York: Basic Books, 1958).

Crane, Diana, "Academic Marketplace Revisited: A Study of Faculty Mobility Using the Cartter Ratings," American Journal of Sociology, 75 (May, 1970): 953-964.

Crane, Diana, "Social Class Origins and Academic Success: The Influence of Two Stratification Systems on Academic Careers," Sociology of Education, 42 (Winter, 1969): 1-17.

Current Issues in Higher Education, 1979, No. 2, "Faculty Career Development" (Washington, D.C.: American Association for Higher Education).

Dinerman, B., "Sex Discrimination in Higher Education," Journal of Higher Education, 42 (April, 1971): 253-264.

Gouldner, Alvin W., "Cosmopolitans and Locals: Toward an Analysis of Latent Social Roles," Administrative Science Quarterly, 2 (1957-58): 281-306 (Part I), and 444-480 (Part II).

Marwell, Gerald, Rachel Rosenfeld, and Seymour Spilerman, "Geographic Constraints on Women's Careers in Academia," Science 205 (21 September, 1979): 1225-1231.

McGee, Reece, Academic Janus (San Francisco: Jossey-Bass, 1971).

Rossi, Alice S. and Ann Calderwood (eds.), Academic Women on the Move (New York: Russell Sage, 1973).

Simon, Rita, Shirley M. Clark, and Kathleen Galway, "The Woman Ph.D.: A Recent Profile," Social Problems, 15 (Fall, 1967): 221-236.

Simon, Rita, Shirley M. Clark, and Larry Tifft, "Of Nepotism, Marriage and the Pursuit of an Academic Career," Sociology of Education, 39 (Fall, 1966): 344-358.

Tuckman, Barbara H. and Howard P. Tuckman, "Part-Timers, Sex Discrimination, and Career Choice at Two-Year Institutions," Academe 66 (March, 1980): 71-76.

Tuckman, Howard P., Publication, Teaching and the Academic Reward Structure (Lexington, MA: Lexington Books, 1976).

IV. Professors of Education

Campbell, Ronald F. and L. Jackson Newell, A Study of Professors of Educational Administration (Columbus: University Council for Educational Administration, 1973).

Counelis, James Steve, (ed.), To Be a Phoenix: The Education Professoriate (Bloomington, Ind.: Phi Delta Kappa, 1969).

Weidman, Carla S. and John C. Weidman, "Professors of Education: Some Social and Occupational Characteristics," pp. 87-101 in Ayers Bagley (ed), The Professor of Education: An Assessment of Conditions (Minneapolis, Society of Professors of Education, 1975).

V. Institutional Reputation

The Chronicle of Higher Education (January 15, 1979), "Fact-File: How Professors Rated Faculties in 19 Fields."

Fardy, Kenneth R., "Social Origins of American Scientists and Scholars," Science 185 (9 August 1974): 497-506.

Hartnett, Rodney T., Mary Jo Clark, and Leonard L. Baird, "Reputational Ratings of Doctoral Programs," Science 199 (24 March 1978): 1310-1314.

Schubert, William H., "Contributions to AERA Annual Programs as an Indicator of Institutional Productivity," Educational Researcher 8 (July/August, 1979): 13-17.

Solomon, Lewis C., "The Cartter Report on the Leading Schools of Education, Law, and Business," Change 9 (February, 1977): 44-48.

Tidball, M. Elizabeth and Vera Kistia Kowsky, "Baccalaureate Origins of American Scientists and Scholars," Science 193 (20 August 1976): 646-652.

Higher Education 347: Student Socialization

Winter Term, 1980-81
 Dr. John C. Weidman
 5S33 Forbes Quadrangle
 624-1384, 3357

Syllabus

This seminar deals with selected literature on college impact, especially research focusing on the nonintellective socialization of undergraduates. It examines the effects that various campus contexts and experiences have on students' personal goals, attitudes, and values. In addition, comparisons will be made between people in the same age cohorts who do and do not attend college in order to assess the extent to which observable socialization outcomes can be attributed to college attendance as opposed to individual maturation.

Required readings for the seminar are:

Alexander W. Astin. Four Critical Years. San Francisco: Jossey-Bass, 1977.

Jerald G. Bachman, Patrick M. O'Malley, and Jerome Johnston. Adolescence to Adulthood: Change and Stability in the Lives of Young Men. Youth in Transition, Vol. VI. Ann Arbor: Institute for Social Research, University of Michigan, 1978.

John C. Weidman. "Some Conceptual Concerns in the Study of Undergraduate Socialization." The Generator 5 (Fall, 1975): 19-23.

_____. "Nonintellective Undergraduate Socialization in Academic Departments." Journal of Higher Education 50 (Jan./Feb., 1979) 48-62.

Students are asked to read selectively also in the related periodical and monograph literature. In addition to participating in class discussion, each student is required to submit an article-length term paper and make an in-class presentation on the paper's topic. Students are strongly encouraged to prepare one of the following three types of papers. The first is a review of literature that includes systematic integration of sources. For some technical assistance in this type of paper, see Kenneth A. Feldman, "Using the Work of Others: Some Observations on Reviewing and Integrating," Sociology of Education 44 (Winter, 1971): 86-102. The second is an analytical essay that includes the development of a conceptual framework appropriate for the problem discussed. This might also form the basis for a dissertation proposal. The third option is an analysis of data collected by the student or obtained from secondary sources. This type of paper should also be guided by a conceptual framework, though it need not be as elaborate as would be required for the second type of paper.

Selected Reading List

I. Conceptual and Methodological Issues in the Study of College Impact

Alexander Astin. "The Methodology of Research on College Impact, Part One." Sociology of Education 43 (Summer, 1970): 223-254. Part Two in Sociology of Education 43 (Fall, 1970): 437-450.

Alexander Astin. Who Goes Where to College? Chicago: Science Research Associates, 1965.

- Alexander Astin and Robert J. Panos. The Educational and Vocational Development of College Students. Washington, D.C.: American Council on Education 1969.
- Leonard Baird. "The Practical Utility of Measures of College Environments." Review of Educational Research 44 (Summer, 1974): 307-329.
- Allen H. Barton. Studying the Effects of College Education: A Methodological Examination of Changing Values in College. New Haven: Edward M. Hazen Foundation, 1959.
- Allen H. Barton. Organizational Measurement and Its Bearing on the Study of College Environments. New York: College Entrance Examination Board, 1961.
- Kenneth A. Feldman. "Some Theoretical Approaches to the Study of Change and Stability of College Students." Review of Educational Research 42 (Winter, 1972): 1-26.
- Rudolf H. Moos. Evaluating Educational Environments. San Francisco: Jossey Bass, 1979.
- C. Robert Pace. Measuring Outcomes of College. San Francisco: Jossey Bass, 1979.
- Ernest T. Pascarella and Patrick T. Terenzini. "Interaction Effects in Spady's and Tinto's Conceptual Models of College Dropout." Sociology of Education 52 (October 1979): 197-210.
- George C. Stern. People in Context. New York: John Wiley, 1970.
- Vincent Tinto. "Dropout from Higher Education: A Theoretical Synthesis of Recent Research." Review of Educational Research 45 (Winter, 1975): 89-125.
- W. Bruce Walsh. Theories of Person-Environment Interaction: Implications for the College Student. ACT Monograph Ten. Iowa City: American College Testing Program, 1973.

II. Student Socialization in Postsecondary Education

A. Individual Change and Stability

- Arthur Chickering. Education and Identity. San Francisco: Jossey Bass, 1969.
- James A. Davis. Great Aspirations: The Graduate School Plans of America's College Seniors. Chicago: Aldine, 1964.
- James A. Davis. Undergraduate Career Decisions: Correlates of Occupational Choice. Chicago: Aldine, 1965.
- Kenneth A. Feldman and Theodore M. Newcomb. The Impact of College on Students. 2 Vols. San Francisco: Jossey Bass, 1969.
- Mervin Freedman. The College Experience. San Francisco: Jossey Bass, 1967.
- Oscar Handlin and Mary Handlin. The American College and American Culture: Socialization as a Function of Higher Education. New York: McGraw-Hill, 1970.

Dean R. Hoge. "Changes in College Students' Value Patterns in the 1950's, 1960's and 1970's," Sociology of Education 49 (April, 1976); 155-163.

Herbert H. Hyman, Charles R. Wright and John Shelton Reed. The Enduring Effects of Education. Chicago: University of Chicago Press, 1975.

Philip E. Jacob. Changing Values in College. New York: Harper & Row, 1957.

Oscar T. Lenning, Leo A. Munday, O. Bernard Johnson, Allen R. Vander Well and Eldon J. Brue. Nonintellective Correlates of Grades, Persistence and Academic Learning in College: The Published Literature Through the Decade of the Sixties. Monograph 14. Iowa City: American College Testing Program, 1974.

_____. The Many Faces of College Success and Their Nonintellective Correlates: The Published Literature Through the Decade of the Sixties. Monograph 15. Iowa City: American College Testing Program, 1974.

Theodore M. Newcomb. Personality and Social Change. New York: Dryden Press, 1943.

Theodore M. Newcomb, Kathryn E. Koenig, Richard Flacks, and Donald P. Warwick. Persistence and Change: Bennington College and Its Students After Twenty-Five Years. New York: John Wiley & Sons, 1967.

Nevitt Sanford (ed.) The American College. New York: John Wiley & Sons, 1962.

Joe L. Spaeth and Andrew M. Greeley. Recent Alumni and Higher Education. New York: McGraw Hill, 1970.

Martin Trow (ed.) Teachers and Students. New York: McGraw Hill, 1975.

_____. Aspects of American Higher Education 1969-1975. Berkeley, CA: Carnegie Council on Policy Studies in Higher Education, 1977.

B. Organizational Impacts, Contextual Effects

1. Residence Groupings
2. Academic Departments
3. Institutional Goals
4. Institutional Selectivity
5. Normative Climates

Alexander W. Astin. Preventing Students from Dropping Out. San Francisco: Jossey Bass, 1975.

Michael S. Bassis. "The Campus as a Frog Pond: A Theoretical and Empirical Reassessment" American Journal of Sociology 82 (May 1977): 1318-1326.

Marvin Bressler and Peter Wendell. "The Sex Composition of Selective Colleges and Gender Differences in Career Aspirations." Journal of Higher Education 51 (Nov./Dec., 1980): 650-663.

- Burton R. Clark, Paul Heist, T.R. McConnell, Martin A. Trow, and George Yonge. Students and Colleges: Interaction and Change. Berkeley, CA: Center for Research and Development in Higher Education, 1972.
- James A. Davis. "The Campus as a Frogpond: An Application of the Theory of Relative Deprivation to Career Decisions of College Men." American Journal of Sociology 72 (July, 1966): 17-31.
- David E. Drew and Alexander W. Astin. "Undergraduate Aspirations: A Test of Several Theories." American Journal of Sociology 77 (May, 1972): 1151-1164.
- Leon Festinger, Stanley Schachter, and Kurt Back. Social Pressures in Informal Groups. Palo Alto: Stanford University Press, 1950.
- Andrew M. Greeley and Peter H. Rossi. The Education of Catholic Americans. Chicago: Aldine, 1966.
- Andrew M. Greeley. The Changing Catholic College. Chicago: Aldine, 1967.
- Edward Gross and Paul V. Grambsch. University Goals and Academic Power. Washington, D.C.: American Council on Education, 1968.
- Edward Gross and Paul V. Grambsch. Changes in University Organization, 1964-1971. New York: McGraw Hill, 1974.
- Rodney T. Hartnett. "Differences in Selected Attitudes and College Orientations Between Black Students Attending Traditionally Negro and Traditionally White Institutions." Sociology of Education 43 (Fall, 1970): 419-436.
- James C. Hearn. "Major Choice and the Well-Being of College Men and Women: An Examination from Developmental, Organizational, and Structural Perspectives." Sociology of Education 53 (July, 1980): 164-178.
- John W. Meyer. "Education as an Institution." American Journal of Sociology 83 (July, 1977): 55-77.
- Theodore M. Newcomb and Everett K. Wilson (eds.) College Peer Groups. Chicago: Aldine, 1965.
- Timothy J. Pantages and Carol F. Creedon. "Studies of College Attrition: 1950-1975." Review of Educational Research 48 (Winter, 1978): 49-101.
- Talcott Parsons and Gerald M. Platt. The American University. Cambridge: Harvard University Press, 1973.
- William T. Phelan. "Undergraduate Orientations Toward Scientific and Scholarly Careers." American Educational Research Journal 16 (Fall, 1979): 411-422.
- Jeffrey G. Reitz. "Undergraduate Aspirations and Career Choice: The Effects of College Selectivity." Sociology of Education 48 (Summer, 1975): 308-323.
- William A. Scott. Values and Organization: A Study of Fraternities and Sororities. Chicago: Rand McNally & Company, 1965.

- Benson R. Snyder. The Hidden Curriculum. New York: Alfred Knopf, 1971.
- M. Elizabeth Tidball and Vera Kistiakowsky. "Baccalaureate Origins of American Scientists and Scholars." Science 193 (20 August 1976): 646-652.
- Martin Trow. "Departments as Contexts for Teaching and Learning." Chapter 2 in Dean McHenry (ed.). Academic Departments, San Francisco: Jossey Bass, 1977.
- Rebecca S. Vreeland and Charles E. Bidwell. "Classifying University Departments: An Approach to an Analysis of their Effects upon Undergraduates." Sociology of Education 39 (Summer, 1966): 237-254.
- Walter L. Wallace. Student Culture. Chicago: Aldine, 1966.
- John C. Weidman. Impacts of Campus Experiences and Parental Socialization on Undergraduates' Career Choices. Washington, D.C.: Bureau of Social Science Research, 1979.